DOCUMENT RESUME

ED 186 592 CE 021 525

TITLE	Occupational Education for Students with Special Needs: Packaging.
INSTITUTION	Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS AGENCY	New York State Education Dept., Albany.
PUB DATE	75
NOTE	386p.; For related documents see CE 021 512-529.
AVAILABLE FROM	Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; Competency Based Education; Curriculum Guides; *Disabilities; *Distributive Education; Employment Potential; Hygiene; Interpersonal Competence; Job Skills; Learning Activities; Mainstreaming; Postsecondary Education; Secondary Education; *Special Education; Teaching Guides
IDENTIFIERS	*Packaging

ABSTRACT

This curriculum resource guide on packaging is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance objectives are included for each topic. The remainder of the guide is comprised of job modules for the following occupations: binder assistant, carton assembler, garment boxer, interoffice and station messenger, paper cutter and wrapper, plastic and cellophane sealer, ribbon boxer, sandwich packager, shipping clerk helper, swimming pool and ice skating rink cover packer, thermal heat sealer, and wrapper. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186592

PACKAGING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

BOCES of Nassau Co.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY
Division of Occupational Education, Division of Special Education, Westbury, New York

CE 021 525

BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU COUNTY

Mr. Richard L. Ornauer, President
Mr. Benjamin A. Demos, Vice President
Dr. Robert H. Bell, District Clerk
Mrs. Joan B. Brenner, Vice Clerk
Mr. Theodore F. Childs
Mr. George Farber
Mr. Milton Levine
Mrs. Henrietta B. Tuthill
Mr. Simeon A. Wittenberg

Dr. William T. Callahan, District Superintendent

Assistant Superintendents

Frank J. Wolff, Division of Occupational Education
Dr. Henry V. Colella, Division of Special Education
Dominick J. Mupo, Division of General Services
John J. Gormley, Division of Business and Management Services
Joseph A. Forte, Office of Superintendent

Assistant to the Superintendent

Charles W. Colangelo

Directors

Jack Tanzman, Division of Research and Development
Alfred Kratzert, Office of Information

© Board of Cooperative Educational Services of Nassau County, New York 1975

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

Division of Occupational Education

Supervisors

Clarence R. Becker
Alexander Modderno
Francis J. Russo
Arthur Side

Project Supervisor

Clarence R. Becker

Project Coordinator

Aaron J. Schaeffer

Editorial Coordinator

Arlene B. Soifer,
Research and Development Div.

Project Field Staff

Robert Cicchetti
Bernard Gaughran
Jerome G. Schenkman, Research and Development Div.

Curriculum Resource Staff

Kenneth Caulfield
Louis Conetta
Albert Cowdell
Joan Grimaldi
Robert Hollis
Frank Horbert
Helen Houston
Shirley Nalley
Charles Peters
Joseph Schreiner
Jennifer Scruggs
Robert Stampf
Joan Whittle

Curriculum Advisory Team

Frank Blasio
Ronald Condron
James Fogarty
Phillip Forgash
Irving Goldberg
Lee Gould
Richard Kresse
Naomi Lubarski
Russell Riggio

Division of Research and Development, Resource Staff

Jack Tanzman, Director
Barbara Breen
Dr. Gene Gilmer
Theodore Illg
Arlene B. Soifer
Vivian Zwaik

Division of Special Education, Advisory Team

Dr. Henry V. Colella, Asst. Supt.
Ida Acunto
Dr. Thomas Feniger
Robert Haule
Dr. Emil Lombardi

In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

TOPIC: Identifying Oneself to Strangers — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I	Accuracy and Productivity	
	Keeping Busy During Slow Periods	B4
	Relationship with Supervisors	B11
	Reporting to Supervisor or Person in Charge	B13
	Sitting or Standing for Long Periods of Time	B16
	Working Safely	B25
	Working Under Pressure	B27
II	Initiative and Perseverance on the Job	
	Getting to School and/or Work	B1
	Identifying Oneself to Strangers	B2
	Keeping Busy During Slow Periods	B4
	Reporting to Supervisor or Person in Charge	B13
	Sitting or Standing for Long Periods of Time	B16
	Working Alone	B20
	Working in Crowded Areas	B21
	Working in Public Areas	B23
	Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC: Working with Labeling Machines (cont.) COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations: Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

- Automotive Maintenance
- Body and Fender Repair
- Building Maintenance
- Building Trades
- Distributive Services
- Electronic Assembly
- Floriculture
- Food Services
- Graphics
- Mechanical Assembly
- Office Services
- Ornamental Horticulture
- Packaging
- Personal Services, Health Oriented
- Personal Services, Housekeeping Oriented
- Plastics Manufacturing and Assembling
- Wood Products Assembly

TABLE OF CONTENTS

ii	Board of Education
iii	Foreword
v	Preface
vii	Credits and Acknowledgments
ix	Design of the Series
xiv	Behavioral Clusters
B-1	Behavioral Instructional Topics
B-28	Bibliography
1	Binder Assistant
2	Working in Manufacturing Areas
3	Counting
3	Mm Drilling
4	Mm Spiral Binding
5	Handling Industrial Adhesives
6	Padding
7	Mm Stitching
8	Folding and Unfolding Cardboard Boxes and Corrugated Cartons
9	Mm Selecting Appropriate Cardboard Boxes and Corrugated Cartons
10	Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons
11	Affixing Tags and Labels

12		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
13		Personal Hygiene and Proper Dress
14		Carton Assembler
15		Folding and Unfolding Cardboard Boxes and Corrugated Cartons
16	Mm	Assembling Corrugated Cartons
17		Stacking and Stocking Empty Corrugated Cartons
18		Personal Hygiene and Proper Dress
19		Garment Boxer
20	Mm	Selecting Appropriate Cardboard Boxes and Corrugated Cartons
21		Folding and Unfolding Cardboard Boxes and Corrugated Cartons
22	Mm	Assembling Corrugated Cartons
23		Folding and Boxing Garments
23		Packing Prepackaged and Preboxed Items
24	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
25		Sorting and Grouping Items to Specification
26		Stacking Shelves
27		Personal Hygiene and Proper Dress
28		Interoffice and Station Messenger
29		Picking Up and Delivering Interoffice and Station Materials
30		Riding in Delivery Trucks
31	Mm	Identifying and Lifting Heavy Objects
32		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
33	Mm	Moving Heavily Loaded Dollies and Carts
34		Working with Clothing Racks
35		Identifying and Sorting Interoffice and Station Mail

36 Sorting and Grouping Items to Specification
37 Matching and Marking Coded Letters and Digits
38 Working with U. S. Zip Code Numbers
39 Working in Manufacturing Areas
40 Personal Hygiene and Proper Dress

41 Paper Cutter and Wrapper
42 Working in Manufacturing Areas
42 Working with Electrical Equipment
43 Working with Power-Driven Paper-Cutting Machines
43 Packaging and Boxing Reams of Paper
44 Wrapping Parcels for Mailing
45 Affixing Tags and Labels
46 Personal Hygiene and Proper Dress

47 Plastic and Cellophane Package Sealer
48 Working with Electrical Equipment
48 Working with Heat-Sealing Machines
49 Sealing Plastic and Cellophane Bags
50 Working on Assembly Lines
51 Personal Hygiene and Proper Dress

52 Ribbon Boxer
53 Packaging and Boxing Small Items
53 Packing Prepackaged and Preboxed Items
54 Folding and Unfolding Cardboard Boxes and Corrugated Cartons
55 Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons
56 Working on Assembly Lines
57 Personal Hygiene and Proper Dress

58 Sandwich Packager and Boxer
59 Packaging, Labeling and Box-Wrapping Sandwiches
59 Working in Refrigerated Areas
61 Mm Identifying and Lifting Heavy Objects
62 Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
63 Mm Moving Heavily Loaded Dollies and Carts
64 Loading and Unloading Trucks
65 Personal Hygiene and Proper Dress

66 Shipping Clerk Helper
67 Mm Identifying and Lifting Heavy Objects
68 Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
69 Mm Moving Heavily Loaded Dollies and Carts
70 Sorting and Grouping Items to Specification
70 Matching and Marking Coded Letters and Digits
72 Affixing Tags and Labels
73 Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons
73 Mm Assembling Corrugated Cartons
74 Folding and Unfolding Cardboard Boxes and Corrugated Cartons
75 Opening Sealed Corrugated Cartons
76 Mm Selecting Appropriate Cardboard Boxes and Corrugated Cartons
76 Packing Prepackaged and Preboxed Items
77 Packing and Wrapping Small Items
78 Packing and Wrapping Oversized Items
79 Packing and Wrapping Fragile Items
80 Care of Stock Rooms
81 Disposal of Paper Refuse

81		Working with Long-Handled Equipment
82		Handling Chemical Cleaning Agents
83	Mm	Sweeping and Mopping Floors and Walks
84		Personal Hygiene and Proper Dress
85		Swimming Pool and Ice-Skating Rink Cover Packer
86	Mm	Identifying and Lifting Heavy Objects
87		Lifting Heavy Objects in Tandem
87	Mm	Folding and Packing Vinyl Covers
88	Mm	Selecting Appropriate Cardboard Boxes and Corrugated Cartons
89		Folding and Unfolding Cardboard Boxes and Corrugated Cartons
90	Mm	Assembling Corrugated Cartons
91	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
92		Packing and Wrapping Oversized Items
93		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
94	Mm	Moving Heavily Loaded Dollies and Carts
95		Personal Hygiene and Proper Dress
96		Thermal Heat-Sealer
97		Working in Manufacturing Areas
98		Working on Assembly Lines
99		Working with Skin and Blister Packaging Machines
100		Packing and Wrapping Small Items
101		Packing and Wrapping Oversized Items
102	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
103		Personal Hygiene and Proper Dress

104		Wrapper
105	Mm	Selecting Appropriate Cardboard Boxes and Corrugated Cartons
106		Folding and Unfolding Cardboard Boxes and Corrugated Cartons
107	Mm	Assembling Corrugated Cartons
108	Mm	Packing and Sealing Cardboard Boxes and Corrugated Cartons
109		Packing Prepackaged and Preboxed Items
109		Packing and Wrapping Small Items
110		Packing and Wrapping Oversized Items
111		Packing and Wrapping Fragile Items
112		Folding and Boxing Garments
113		Gift Wrapping
114		Wrapping Parcels for Mailing
115	Mm	Identifying and Lifting Heavy Objects
116		Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
117	Mm	Moving Heavily Loaded Dollies and Carts
118		Personal Hygiene and Proper Dress

TOPIC: Getting to School and/or Work

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

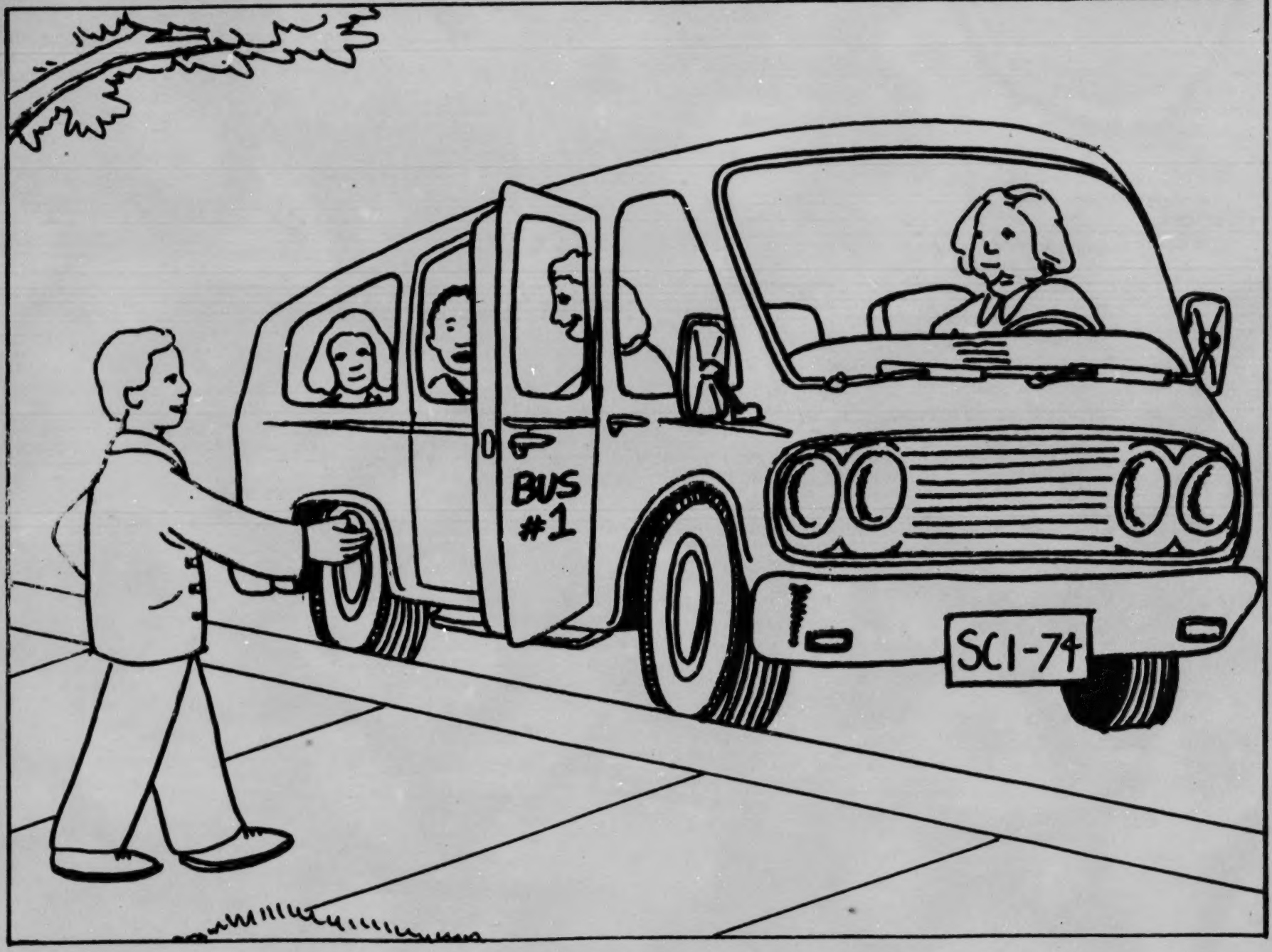
- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.


BUS
#1
SC1-74

TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

42

B4-1

43

TOPIC: Punctuality JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

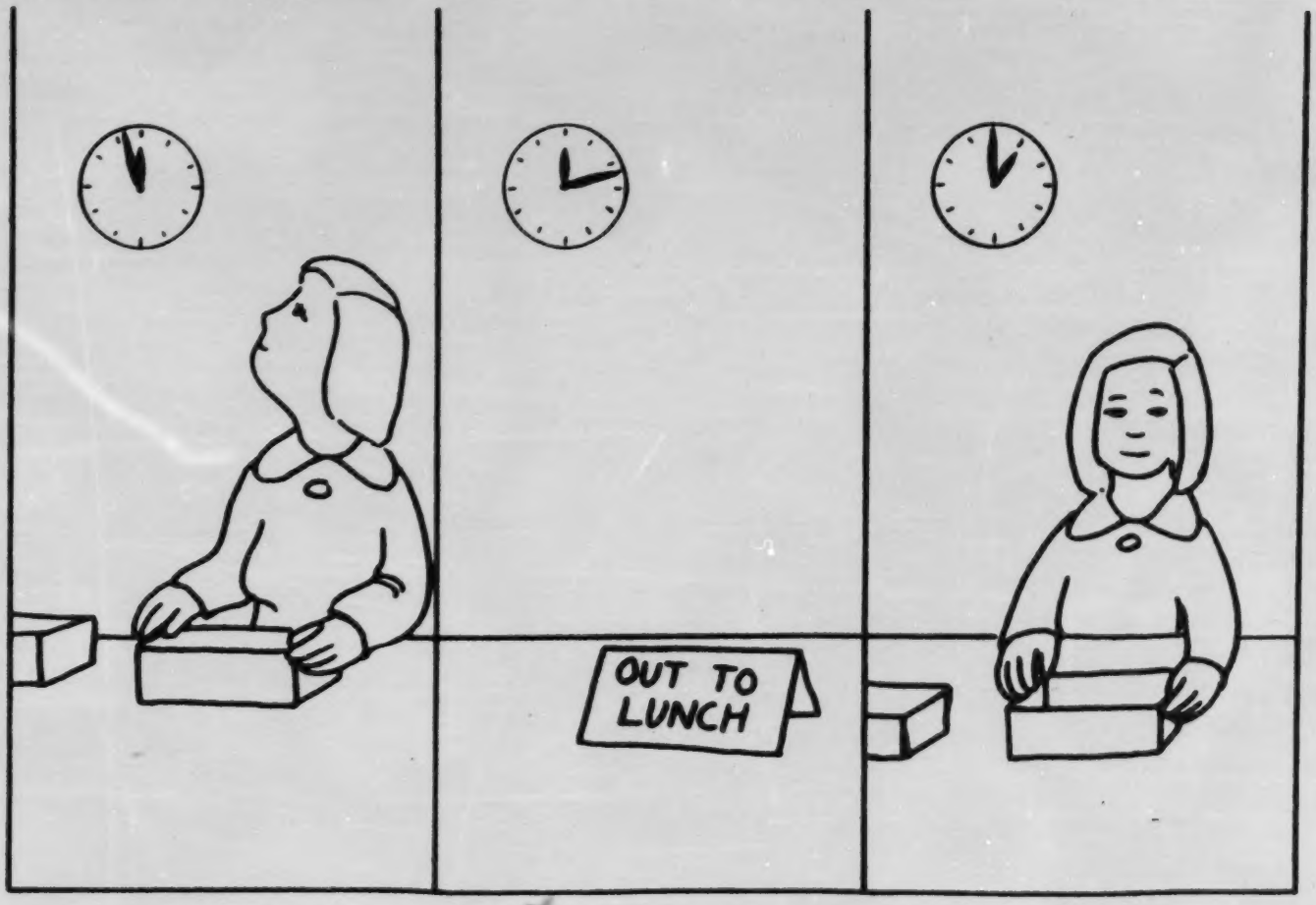
T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions; T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

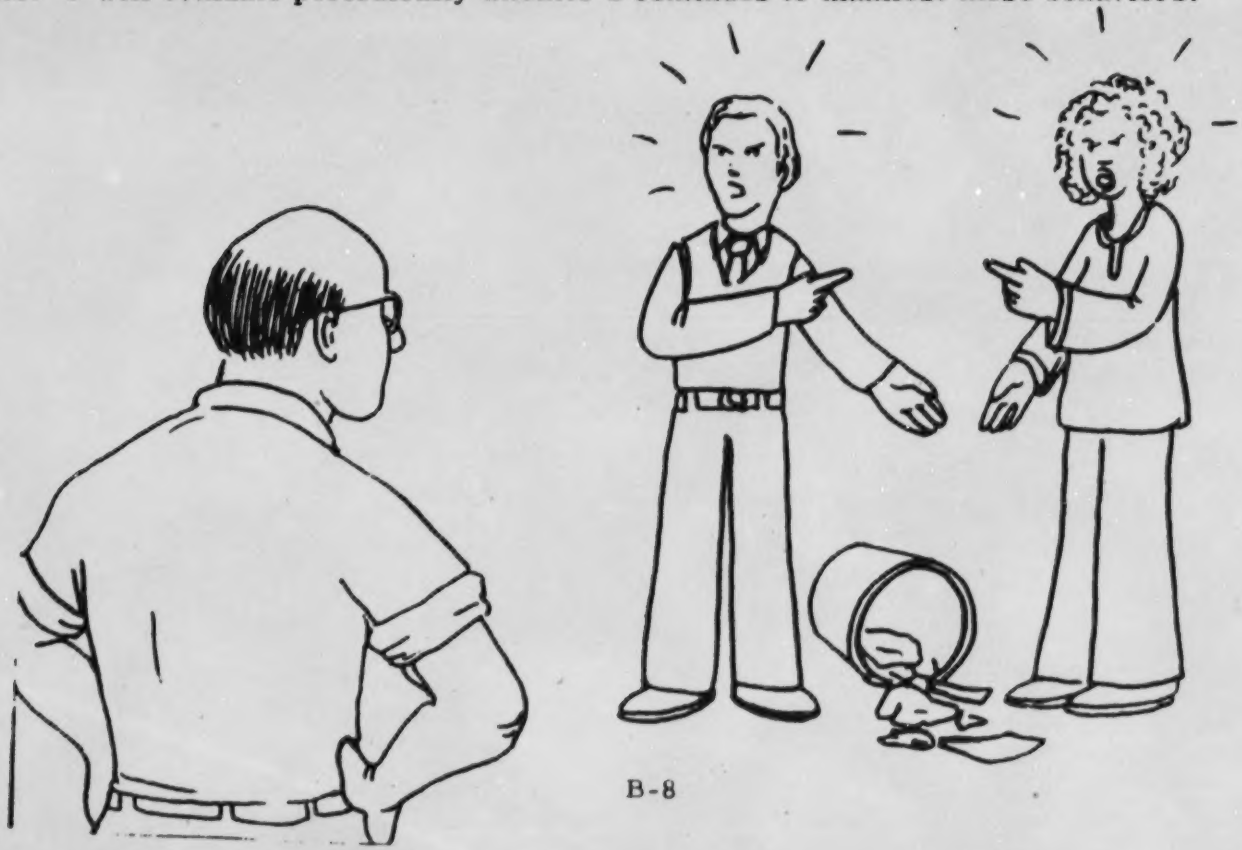
TOPIC: Relationship with Co-workers (cont.) JOB-REQUIRED BEHAVIORS

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Customers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.

B9-1

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

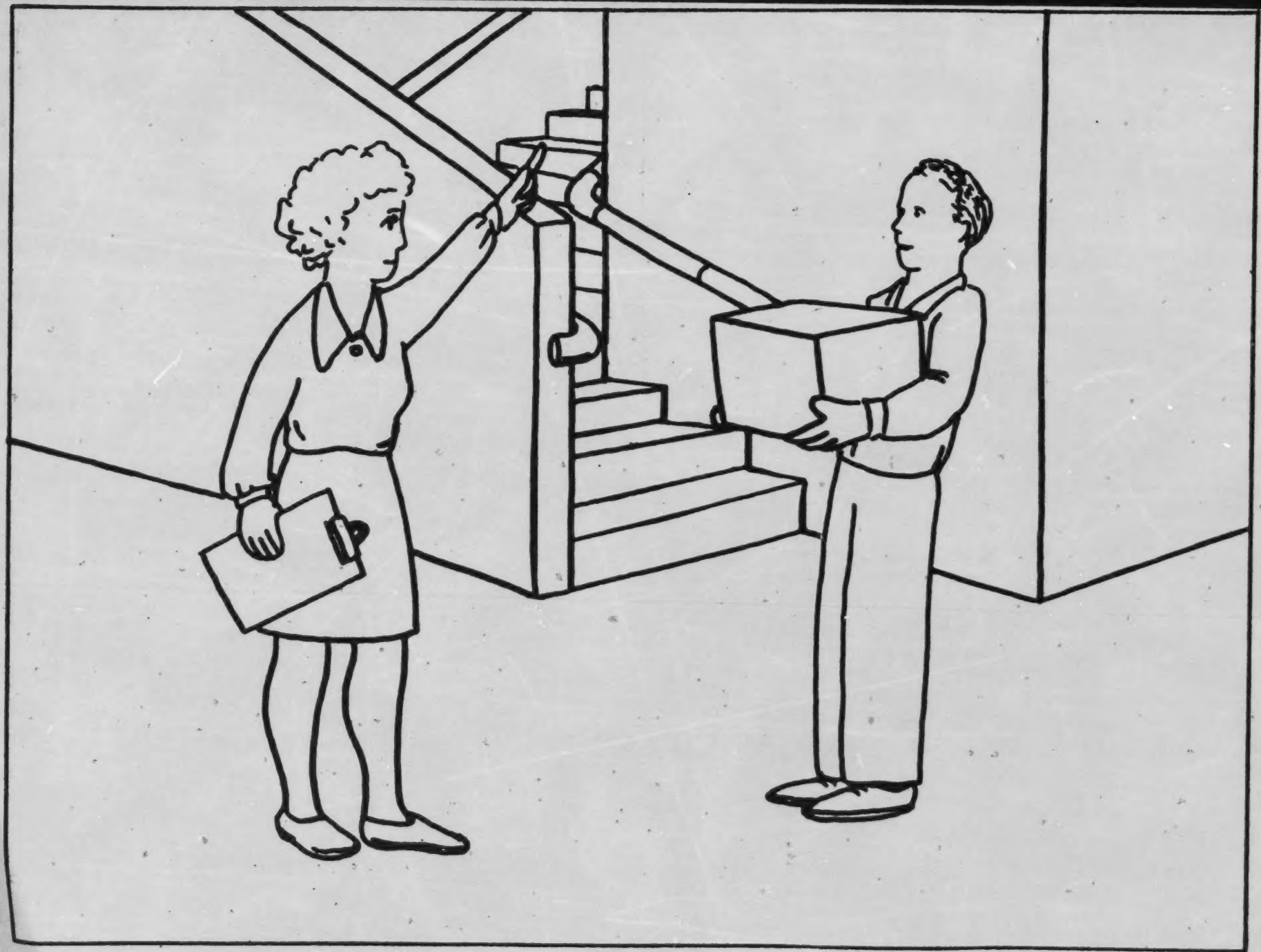
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question; T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



B11-1

TOPIC: Relationship with Supervisors (cont.) JOB-REQUIRED BEHAVIORS

Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

65

66

B13-1

TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B14-1

69

70

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

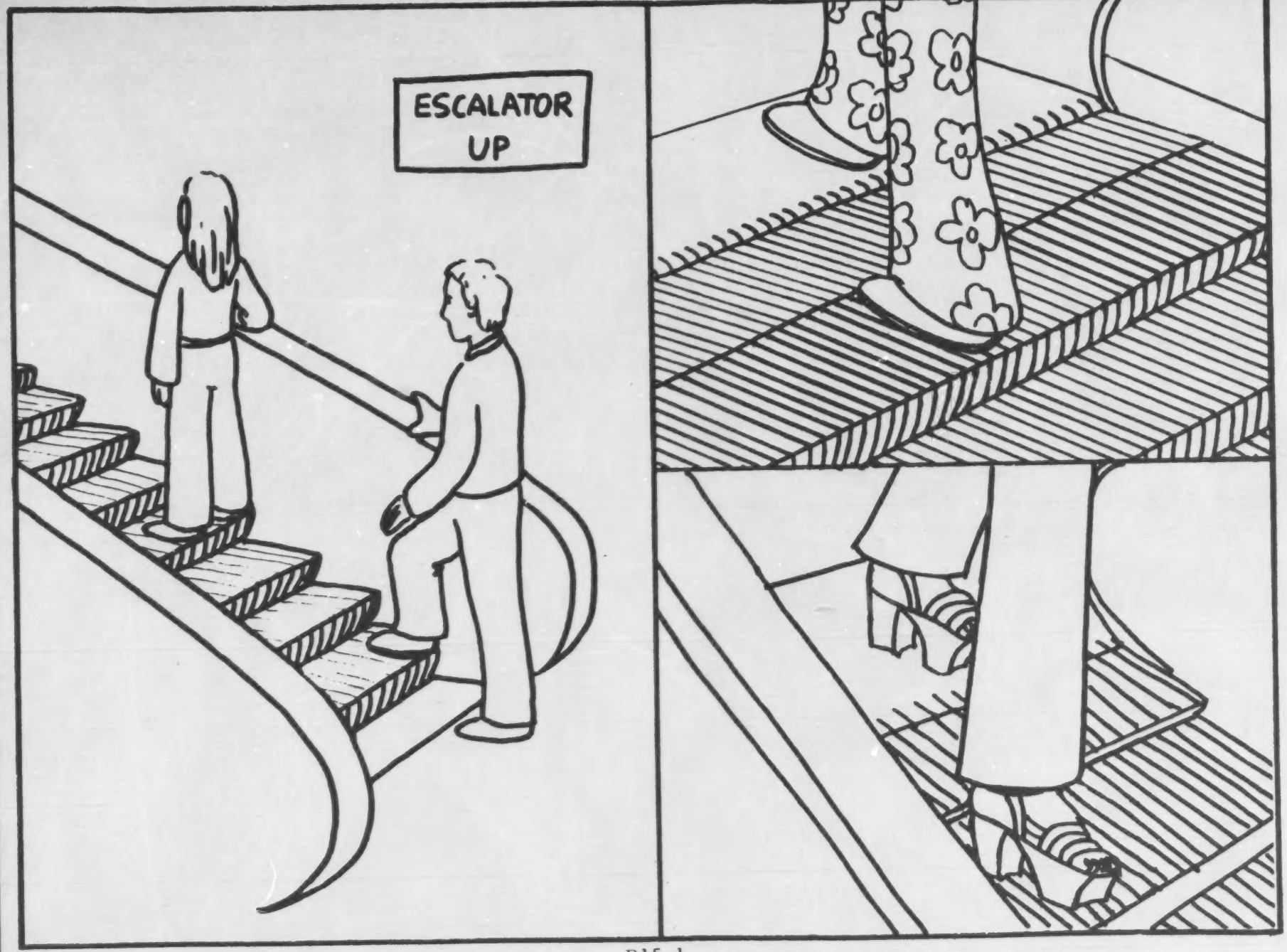
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B15-1

73

74

TOPIC: Sitting or Standing for Long Periods of Time

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

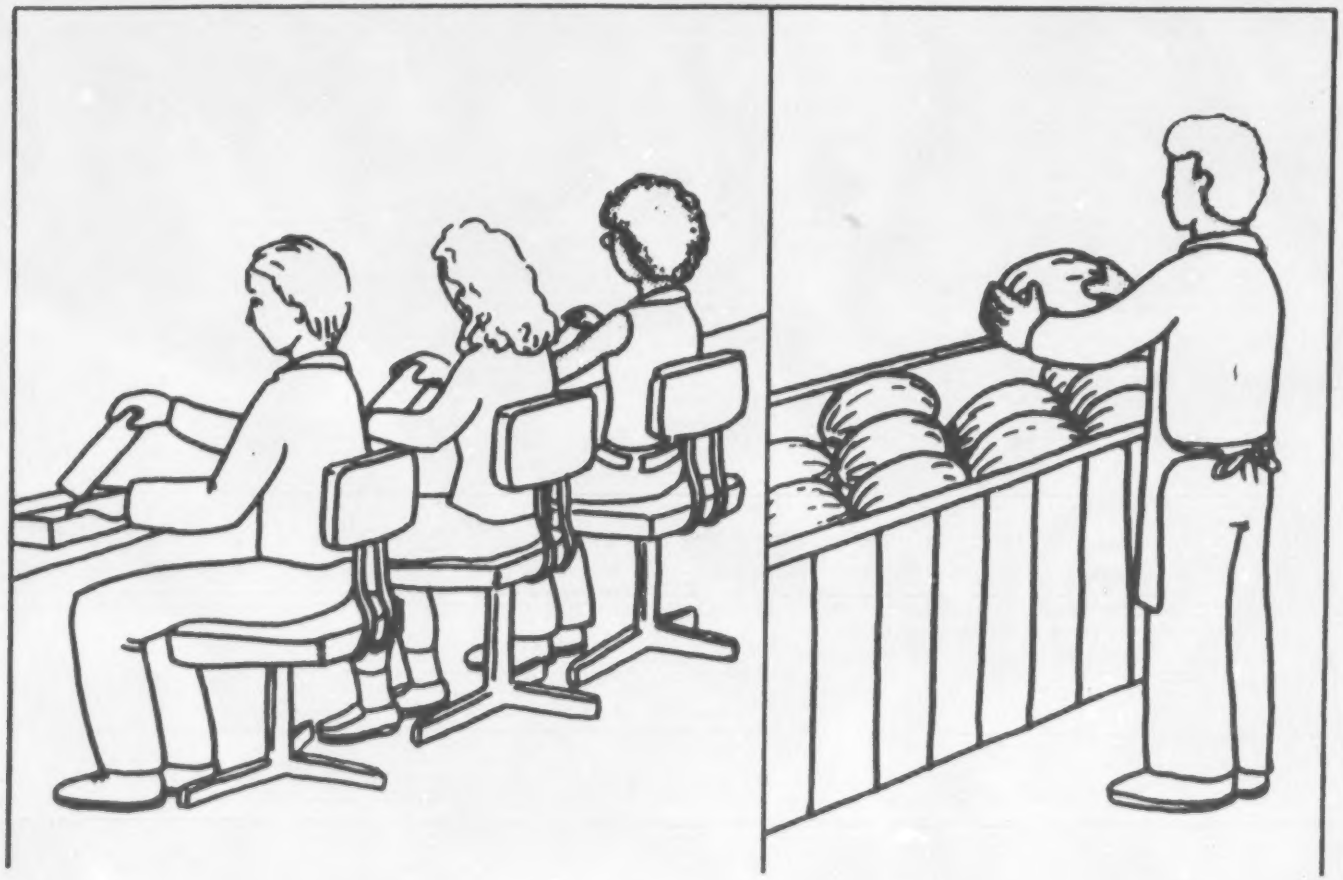
Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

TOPIC: Sitting or Standing for Long Periods of Time (cont.) JOB-REQUIRED BEHAVIORS

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Stooping or Kneeling for Long Periods of Time JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

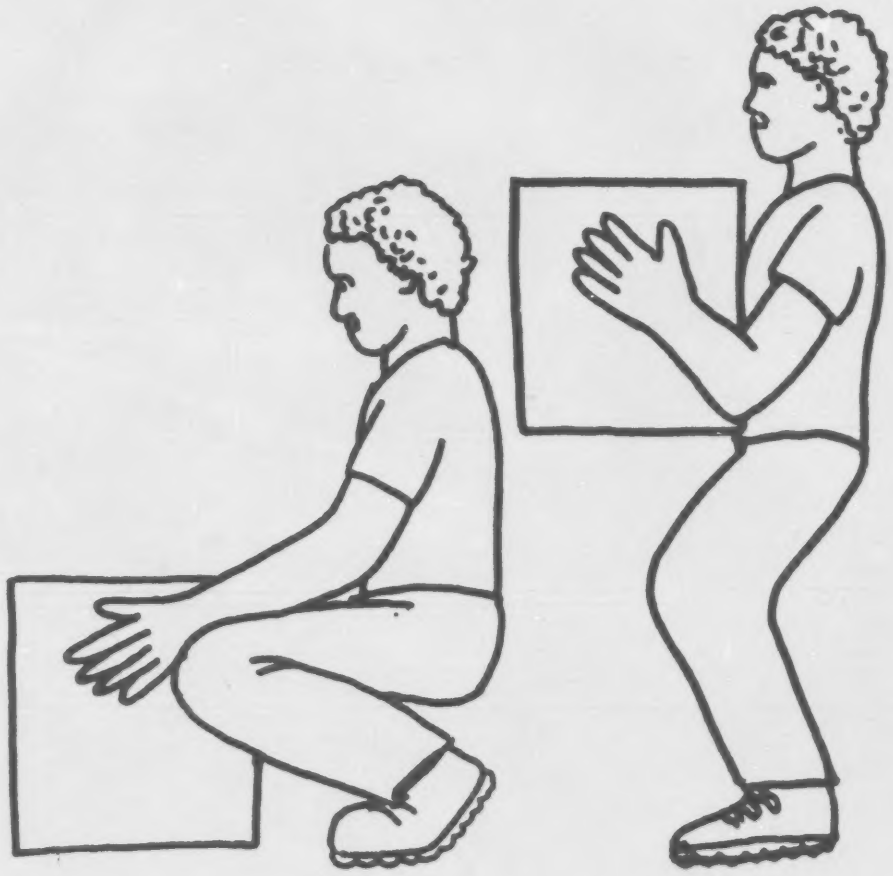
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B18-1

81

82

TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

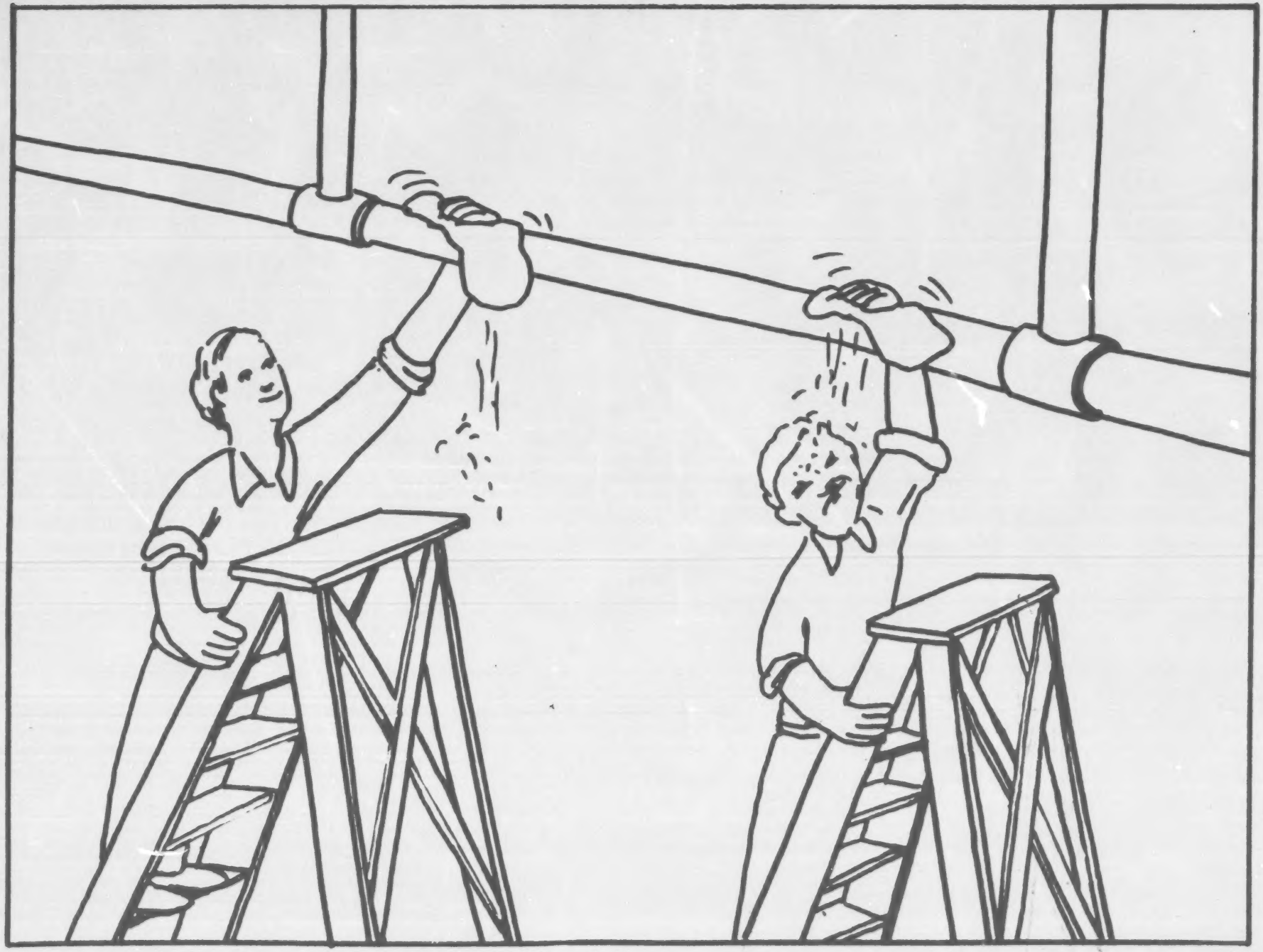
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B19-1

85

86

TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B21-1

91

92

TOPIC: Working in Loading Areas

JOB-REQUIRED BEHAVIORS

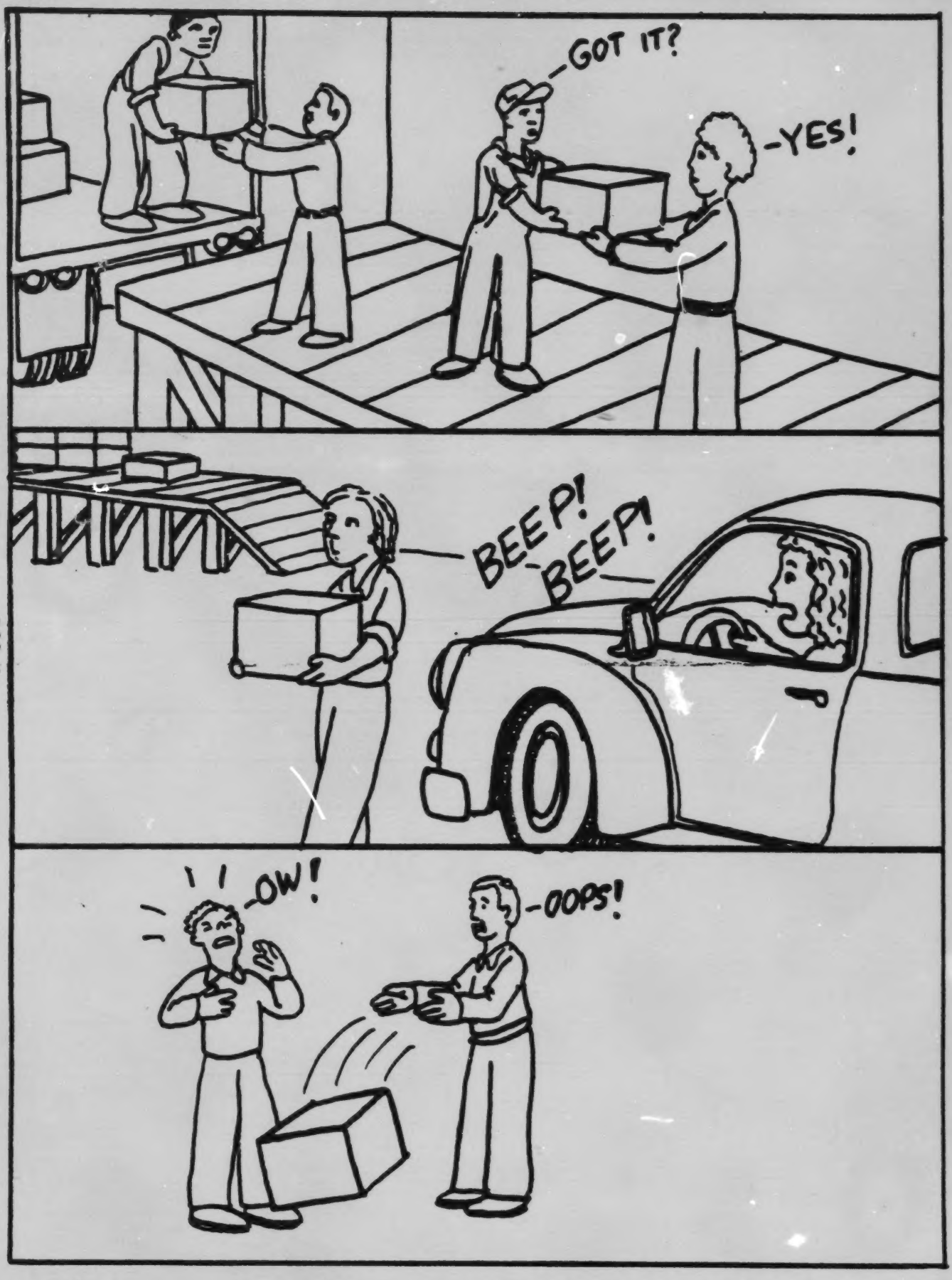
SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

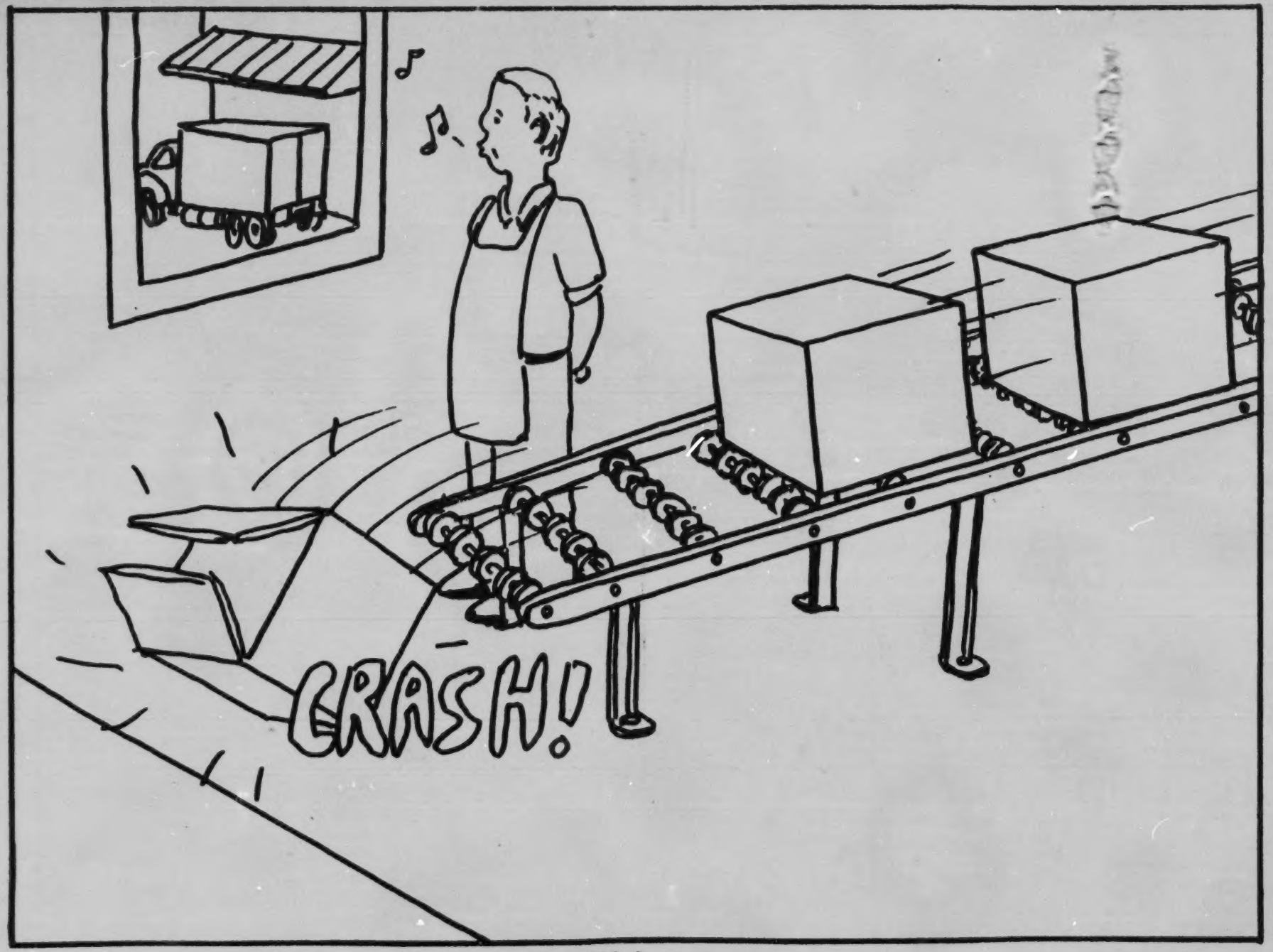
T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B22-1



B22-2

TOPIC: Working in Public Areas

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.

B25-1

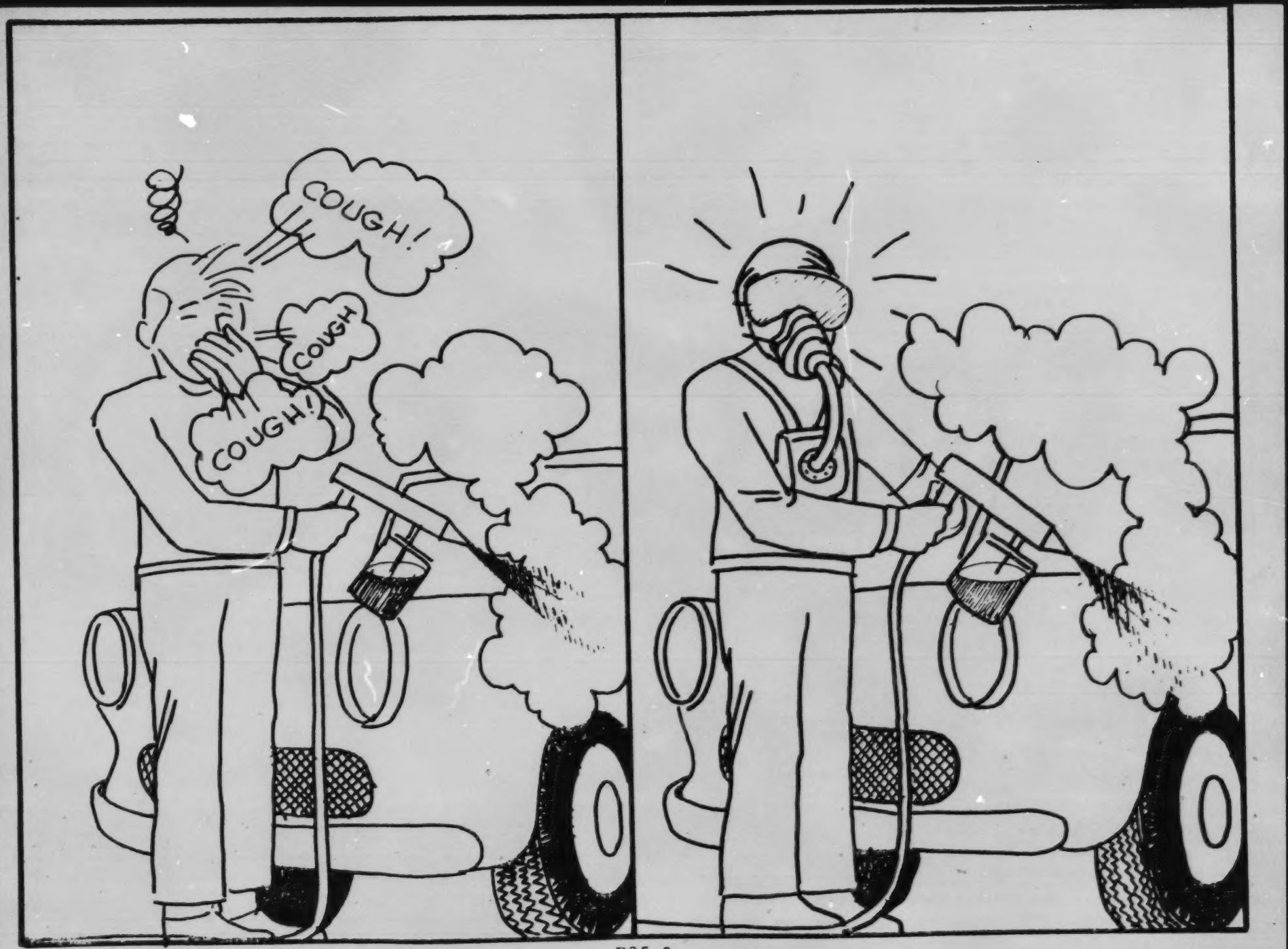
105

106

B25-2

107

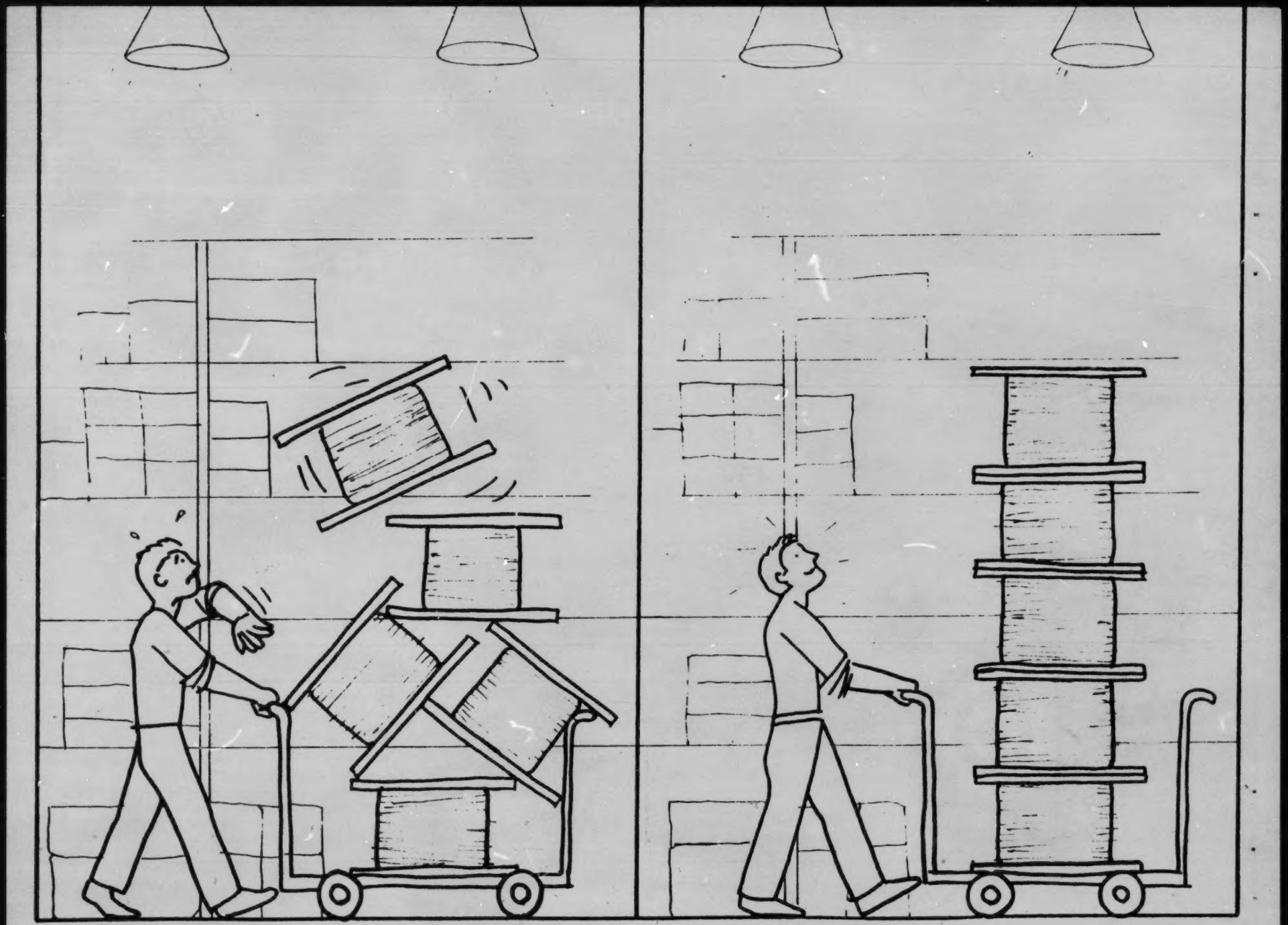
108



B25-3

109

110



B25-4

111

112

113

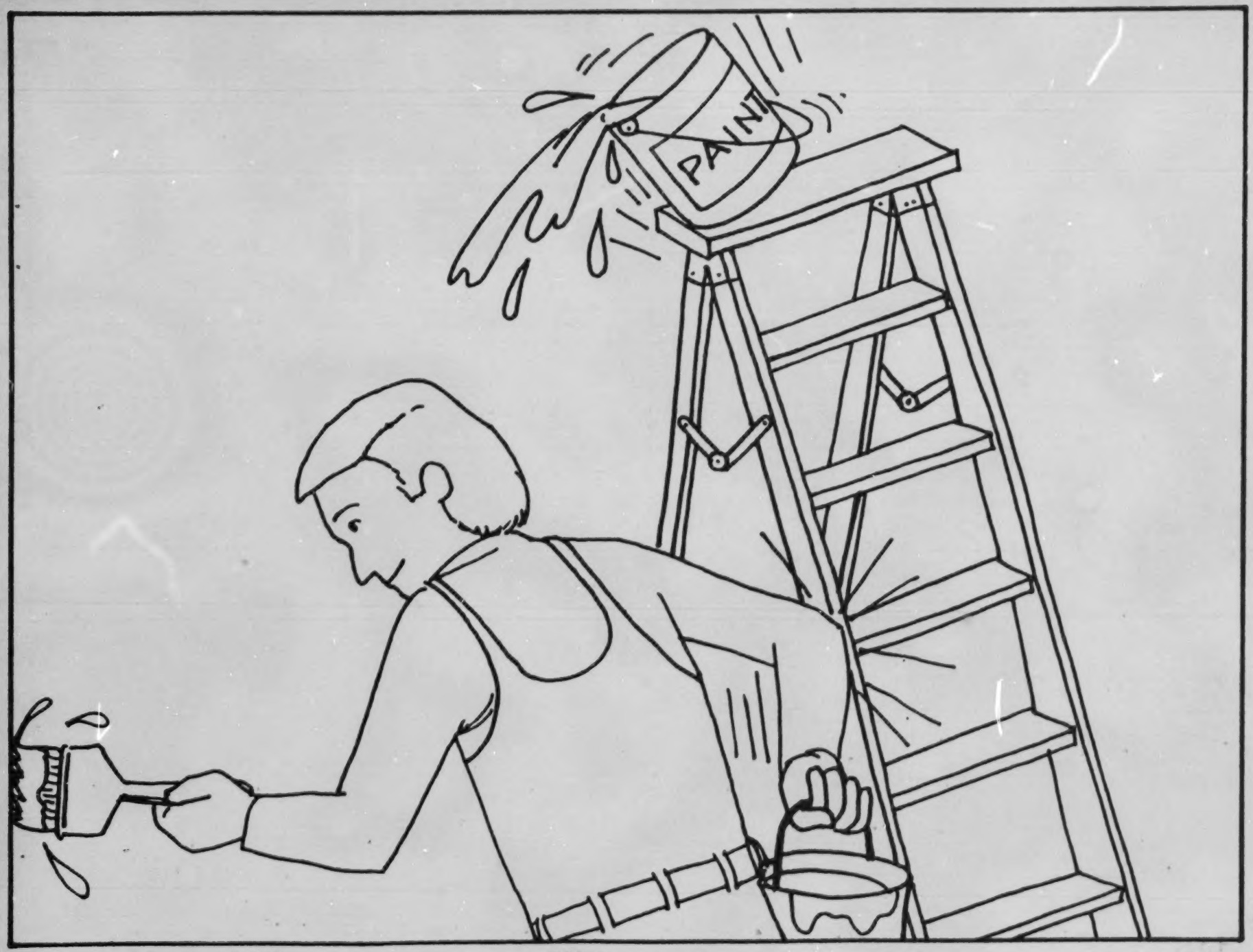
B25-5

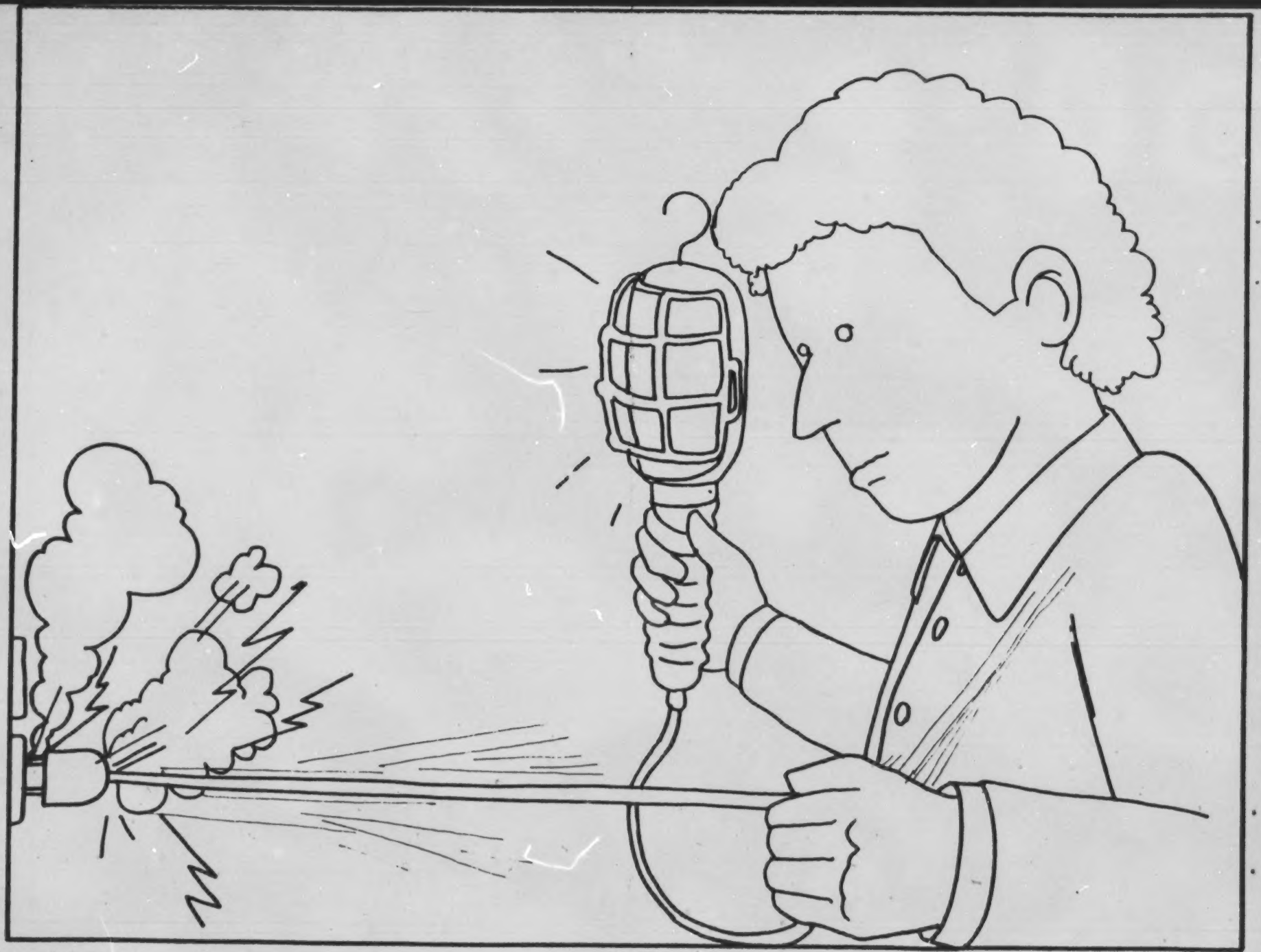
114

115

B25-6

116

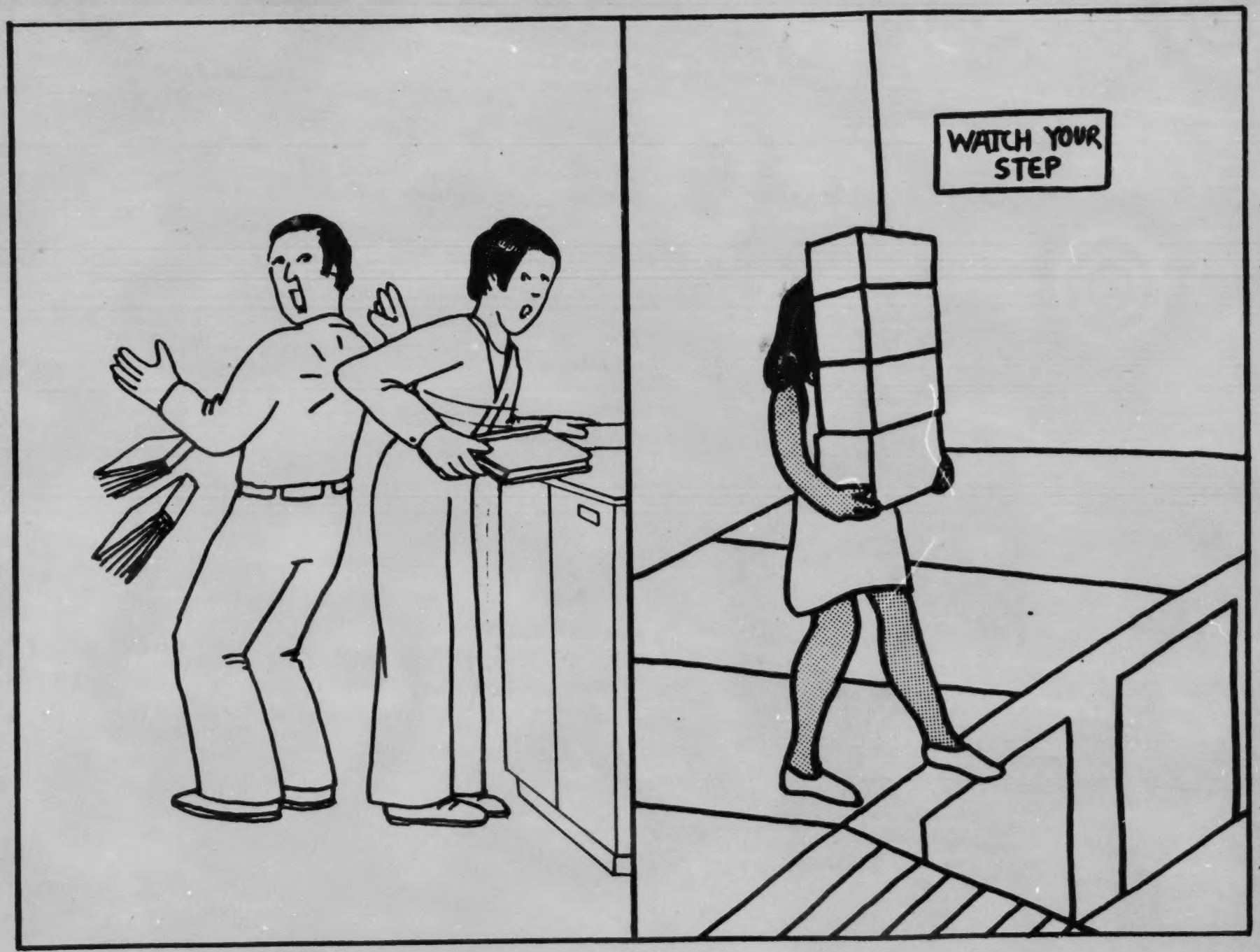

PAINT



119

B25-8

120



B25-10

122

123

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

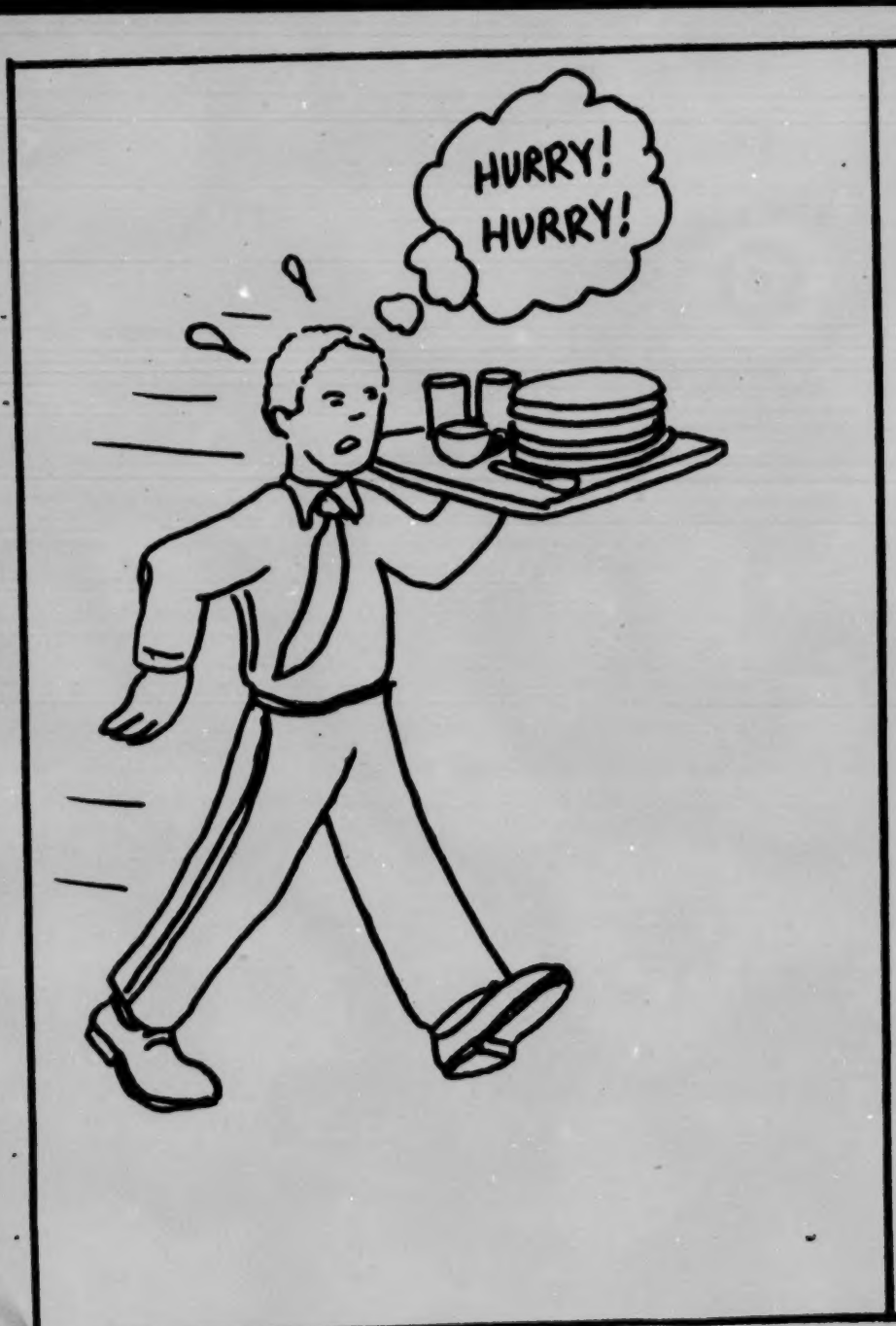
T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



B27-1

128

129

BIBLIOGRAPHY

GENERAL READINGS*

_____. "Analysis of the Differences Between Successful and Non-Successful Students of a Vocational Training Program for the Mentally Retarded in a Comprehensive Rehabilitation Center." Dissertation Abstracts 28(1-A), 121-122, (1967).

_____. Employment of the Mentally Retarded in a Competitive Industrial Setting. Project RD-1036, Albertson, N.Y.: Human Resources Center, 1967.

_____. Exploratory and Evaluative Research in the Vocational Adjustment of the Handicapped. Human Resources Study Number 15, Project RD-1949-G. Albertson, N.Y.: Human Resources Center, 1970.

_____. "ILO/Danish Inter-regional Seminar on Vocational Rehabilitation of the Mentally Handicapped." International Labor Review 105, 189-191, February 1972.

_____. Project for Handicapped Children: A Curriculum Guide for Trainable Mentally Retarded; Title VI. Johnson City, Tenn.: Dunbar Service Center, 1971.

_____. Vocational Assessment and Work Preparation Centers for the Disabled. Washington, D.C.: International Labor Office, 1973.

Angel, Juvenal L. (ed.). Employment Opportunities for the Handicapped. New York: World Trade Academy Press, 1967.

Arthur, Julietta K. Employment for the Handicapped: A Guide for the Disabled, Their Families and Their Counselors. Nashville, Tenn.: Abingdon Press, 1967.

Bae, A. Y. "Factors Influencing Vocational Efficiency of Institutionalized Retardates in Different Training Programs." American Journal of Mental Deficiency. 72 (6), 871-874, (1968).

Beedy, Vernon et al. "A Prevocational and Social Adjustment Program for Educable Retarded Adolescents: A Pilot Project." Milwaukee Media for Rehabilitation Research Reports, Curative Workshop of Milwaukee, University of Wisconsin, no. 10, January 1971.

Biklen, Douglas, and Smith, Elizabeth C. Notes from the Center No. 3: Children with Special Needs and New York State Education Law. Syracuse: Center on Human Policy, Syracuse University Division of Special Education and Rehabilitation, 1972-1973.

Black, Bertram J. Principles of Industrial Therapy for the Mentally Ill. New York: Grune & Stratton, 1970.

Borelli, Alfred. "Occupational Training for Retarded Persons." Mental Retardation 10 (5), October 1972.

Bradley, Betty Hunt et al. Teaching Moderately and Severely Retarded Children: A Diagnostic Approach. Springfield, Ill.: Charles C. Thomas, Publisher, 1971.

Brolin, D. "Value of Rehabilitation Services and Correlates of Vocational Success with the Mentally Retarded." American Journal of Mental Deficiency 76, 644-651, May 1972.

Brolin, D. "Vocational Evaluation: Special Education's Responsibility." Education and Training of the Mentally Retarded 8, no. 1, 12-17, February 1973.

Brolin, D., and Wright, G.N. "Implementing Rehabilitation Recommendations for the Mentally Retarded." American Journal of Mental Deficiency 75, 586-592, 1971.

Carbuhn, W.M., and Well, I.C. "Use of Nonreading Aptitude Tests (NAT B) for Selecting Mental Retardates for Competitive Employment." Measurement and Evaluation in Guidance 5, 460-467, January 1973.

Cobb, Henry V. (ed.). The Forecast of Fulfillment. New York: Teachers College Press, 1972.

Cohen, J.S. et al. Vocational Rehabilitation and the Socially Disabled. Syracuse, N.Y.: Syracuse University Press, 1966.

Cohen, J.S., and Rusalem, H. "Occupational Values of Retarded Students." American Journal of Mental Deficiency 69 (1), 54-61, (1964).

Conley, Ronald W. Economics of Vocational Rehabilitation. Baltimore: Johns Hopkins University Press, 1965.

*Sources for materials will be found on page B-37.

Daly, Donald F. Aim for a Job in the Building Trades (Aim High Series). New York: Richards Rosen Press, 1970.

Daniels, L. K. "Experimental Edition of a Rating Scale of Vocational Adjustment for the Mentally Retarded." Training School Bulletin 69, 92-98, August 1972.

Daniels, L. K. Vocational Rehabilitation of the Mentally Retarded: A Book of Readings. Springfield, Ill.: Charles C. Thomas, Publisher, 1973.

Daniels, L. K., and Stewart, J. A. "Development of a Vocational Adjustment Rating Scale for the Mentally Retarded." Training School Bulletin 68, 10-14, May 1971.

DiMichael, S. G. (ed.). New Vocational Pathways for the Mentally Retarded. Washington, D.C.: American Personnel & Guidance Association, 1966.

Durand, J. et al. "Handicapped Become First-Class Citizens at St. Paul's Occupational Training Center." School Shop 32, 32-35, May 1973.

Feldman, Lloyd. The Mentally Retarded: Their Special Training Needs. Manpower Research Bulletin Number 6, Office of Manpower, Automation and Training, Washington, D. C.: U. S. Department of Labor, October 1964.

Ferman, Louis A. Job Development for the Hard-to-Employ. (Policy Papers in Human Resources and Industrial Relations Series, No. 11) Ann Arbor: University of Michigan, Wayne State University Institute of Labor and Industrial Relations, 1969.

Folman, R., and Budoff, M. "Learning Potential and Vocational Aspirations of Retarded Adolescents." Exceptional Children 38, 121-130, October 1971.

Frankel, W. A. "Planning the Vocational Future of the Mentally Retarded." Rehabilitation Literature 22, 98-102, (1961).

Gardner, D. C., and Gardner, P. L. "Ten Suggestions for an Effective EMR Occupation Program." Journal for Special Educators of the Mentally Retarded 9, 90-93, Winter 1973.

Gary, A. L. Comprehensive Vocational Programs for Handicapped Students: Hamilton County Department of Education, Chattanooga, Tenn. Arlington Va.: Council for Exceptional Children, 1971.

Gold, M. W. "Stimulus Factors in Skill Training of Retarded Adolescents on a Complex Assembly Task: Acquisition, Transfer, and Retention." American Journal of Mental Deficiency 76, 517-526, March 1972.

Gorelick, M. C. An Assessment of Vocational Realism of High School and Post-High School Educable Mentally Retarded Adolescents. Los Angeles: Exceptional Children's Foundation, 1966.

Heber, R. F. "A Manual on Terminology and Classification in Mental Retardation." (Revised edition). American Journal of Mental Deficiency 64, 1961.

Jaffe, Abram J. et al. Disabled Workers in the Labor Market. Totowa, N. J.: Bedminster Press, 1964.

Kasper, Sydney. Careers in the Building Trades. New York: Henry Z. Walck, Inc., 1969.

Knight, O. B. "Occupational Aspirations of the Educable Mentally Retarded." Training School Bulletin 69, 54-57, August 1972.

Krauch, V. "Fitting the Handicapped for Jobs: Project Worker, Fullerton Union High School District, California." American Education 8, 28-32, June 1972.

Larson, K. H. "The Characteristics of Vocationally Successful Mentally Retarded Youth as Described by Two Types of Intelligence Tests." Dissertation Abstracts 25(5), 2815, (1964).

Lemer, Lillian, and Moller, Margaret. Helen Greene, Department Store Worker. Chicago: Follett Educational Corporation, Educational Opportunities Division, 1967.

Malikin, David, and Russalem, Herbert, (eds.). Vocational Rehabilitation of the Disabled: An Overview. New York: New York University Press, 1969.

Mamula, Richard A., and Newman, Nate. Community Placement of the Mentally Retarded. Springfield, Ill.: Charles C. Thomas, Publisher, 1973.

Manus, G. I. et al. Skill Analysis as a Technique for Predicting Vocational Success for the Mentally Retarded. Rehabilitation Series 2, Project RD-2599-P. Albertson, N.Y.: Human Resources Center, 1970.

Meadow, Lloyd, and Greenspan, Eugene. "Employability of Lower Level Mental Retardates." American Journal of Mental Deficiency 65, 623-628, March 1961.

Menchell, Jerome. "Prevocational Evaluation of the Mentally Retarded." Vocational Guidance Quarterly 8, 209-211, Summer 1960.

Miller, W. R. et al. "Occupational Competency in Drafting for Special Needs Learners." Audiovisual Instruction 18, 27-28, April 1973.

Mordock, J. B., and Feldman, R. C. "A Cognitive Process Approach to Evaluating Vocational Potential in the Retarded and Emotionally Disturbed." Rehabilitation Counseling Bulletin 12, 136-143, (1969).

Neuhaus, E. C. "Training the Mentally Retarded for Competitive Employment." Exceptional Children 33, 625-628, (1967).

Robinson, Halbert B., and Robinson, Nancy M. The Mentally Retarded Child: A Psychological Approach. New York: McGraw-Hill Book Company, 1965.

Rosenberg, B. "A New Source of Manpower: The Mentally Retarded." Personnel Administration 30 (6), 15-18, (1967).

Siegal, H., and Haug, E. "Skill Development for the Handicapped." Industrial Arts and Vocational Education 59, 24 September 1970.

Sigler, G. R., and Kokaska. "Job Placement Procedure for the Mentally Retarded." Education and Training of the Mentally Retarded 6, 161-166, December 1971.

Sleith, W. "What a Mentally Retarded Worker Can Do." Supervisory Management, January 1966.

Sniff, William F. A Curriculum for the Mentally Retarded Young Adult. Springfield, Ill.: Charles C. Thomas, Publisher, 1970.

Strickland, C. G. "Job Training Placement for Retarded Youth." Exceptional Children 31, 83-86, (1964).

Sullivan, D. "Job Coordinators of Suffolk County Labor Department; Employment of the Disabled and Educable Mentally Retarded in Competitive Industry." Paper presented at Commack, N.Y., 9 August 1967.

Sullivan, D. "Occupational Opportunities for the Disabled." Paper presented at C. W. Post College, Brookville, N.Y., 17 November 1969.

Tobias, J. "Evaluation of Vocational Potential of Mentally Retarded Young Adults." Training School Bulletin 56, 122-135, (1960).

Towne, Douglas C., and Wallace, Sydney. Vocational Instructional Materials for Students with Special Needs. Portland, Oreg.: Northwest Regional Educational Laboratory, 1972.

Tseng, M. S. "Locus of Control as a Determinant of Job Proficiency, Employability, and Training Satisfaction of Vocational Rehabilitation Clients." Journal of Counseling Psychology 17, 487-491, November 1970.

Waite, Kathleen Barnette. The Trainable Mentally Retarded Child. Springfield, Ill.: Charles C. Thomas, Publisher, 1972.

OCCUPATIONAL BRIEFS:*

_____. Aerospace Industries Manufacturing Workers. SRA,[1] Occupational Brief 81, 1969.

_____. Air Transportation Occupations. CGP,[2] Occupational Brief 380, 1970.

_____. Aluminum Industry Workers. SRA, Occupational Brief 121, 1969.

_____. Appliances, Tosco. Maryland State Department of Education, Division of Vocational Education, Special Speech Program.

_____. Apprentices. Careers, Inc., Occupational Brief B167, 1972.

_____. Apprentices. CGP, Occupational Brief 53, 1971.

_____. Auto Body Repairman, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L,[3] 1969.

_____. Automobile Body Repairmen. SRA, Occupational Brief 301, 1972.

_____. Automobile Manufacturing Industry. CGP, Occupational Brief 385, 1971.

_____. Automobile Manufacturing Workers. SRA, Occupational Brief 82, 1969.

_____. Automobile Mechanic. CGP, Occupational Brief 45, 1971.

_____ Automobile Painter. CGP, Occupational Brief 446, 1972.

_____. Automotive Body Repairman. CGP, Occupational Brief 96, 1969.

_____. Automotive Mechanics. SRA, Occupational Brief 85, 1971.

_____. Automotive Parts Counterman. CGP, Occupational Brief 307, 1969.

_____. Automotive Service Repairman, Job Corps Training Standard for. Job Corps, Dev./Div. Manpower Adm., US D of L, 1969.

_____. Bank Careers. Careers, Inc., Occupational Brief B18, 1972.

_____. Bank Workers. SRA, Occupational Brief 11, 1970.

_____. Banking Careers. CGP, Occupational Brief 386, 1970.

_____. Bindery Worker. CGP, Occupational Brief 261, 1972.

_____. Blue Collar Workers in the Federal Service. Careers, Inc., Occupational Brief B188, 1970.

_____. Bookkeeping Machine Operator. Careers, Inc., Occupational Brief B104, 1970.

_____. Bookkeeping Machine Operators. SRA, Occupational Brief 16, 1971.

_____. Bricklayers. SRA, Occupational Brief 22, 1973.

_____. Building Construction. South Carolina State Department of Education, Office of Vocational Education.

_____. Building Construction Careers. Careers, Inc., Occupational Brief B174, 1973.

_____. Building Construction Careers. CGP, Occupational Brief 147, 1973.

_____. Building Service Workers. SRA, Occupational Brief 101, 1970.

_____. Busboys. SRA, Occupational Brief 317, 1970.

_____. Cabinetmaker (Woodworking). CGP, Occupational Brief 230, 1971.

*Bibliographic entries are by key word. Sources for materials will be found on page B-37.

[1] Science Research Associates

[2] Chronicle Guidance Publications

[3] Development Division, Manpower Administration, U. S. Department of Labor

_____. Canning and Preserving Industry. CGP, Occupational Brief 389, 1972.

_____. Car Washing Assistant. U of V, Votex,* 1970.

_____. Carpenter, Construction. Careers, Inc., Occupational Brief B23, 1972.

_____. Carpenter, Construction, Job Corps Training Standard for. Job Corps, Dev./Div. Manpower Adm., US D of L, 1969.

_____. Carpenter Aid (Small Home Construction). U of V, Votex, 1970.

_____. Carpenters. SRA, Occupational Brief 23, 1972.

_____. Caterers. SRA, Occupational Brief 383, 1971.

_____. Cement Mason. CGP, Occupational Brief 390, 1969.

_____. Cement Mason, Jobs Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Cement Masons. SRA, Occupational Brief 170, 1970.

_____. Cleaning and Dyeing Workers. SRA, Occupational Brief 59, 1971.

_____. Clerk, General Office. CGP, Occupational Brief 3, 1969.

_____. Clothing Manufacturing Workers. SRA, Occupational Brief 83, 1972.

_____. Construction, Exploring Your Future in. Sextant Systems, Inc., 1971.

_____. Construction Helpers. Careers, Inc., Occupational Brief B116, 1970.

_____. Construction Laborers. CGP, Occupational Brief 392, 1970.

_____. Construction Machinery Operators. SRA, Occupational Brief 285, 1969.

_____. Cooks and Chefs. SRA, Occupational Brief 115, 1970.

_____. Custodial Maintenance, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Custodial Training. Arkansas Children's Colony, McRae Unit.

_____. Custodian (Janitor). CGP, Occupational Brief 245, 1970.

_____. Department Store Occupations. CGP, Occupational Brief 375, 1971.

_____. Department Store Receiving, and Related Occupations. Careers, Inc., Occupational Brief B119, 1970.

_____. Department Store Worker. Follett Publishing Company, Educational Opportunities Division.

_____. Dietary Aid. U of V, Votex, 1970.

_____. Dishmachine Operators, A Course of Instruction for the Training of. Del Mar College, Technical-Vocational Education, 1972.

_____. Dishwasher, Commercial. U of V, Votex, 1971.

_____. Display Workers. SRA, Occupational Brief 40, 1970.

_____. Distributive Education. South Carolina State Department of Education, 1971.

_____. Distributive Occupations for Handicapped Basic Students. New Jersey State Department of Education, Vocational Education for the Handicapped, 1967.

_____. Ditto Master, Preparing and Running off a. U of V, Votex, 1970.

_____. Dry Cleaning Jobs. Careers, Inc., Occupational Brief B22, 1972.

_____. Drycleaning Occupations. CGP, Occupational Brief 65, 1971.

_____. Duplicating Machine Operator/Office Clerk. Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

* University of Vermont, Votex Department

_____. Duplicating Machine Operators. SRA, Occupational Brief 17, 1974.

_____. Electrical Equipment Manufacturing Occupations. CGP, 1971.

_____. Electrician (Construction). California State Department of Employment.

_____. Electronics Industry, Assemblers in the. SRA, Occupational Brief 32, 1969.

_____. Electronics Manufacturing Industry Workers. CGP, Occupational Brief 57, 1972.

_____. Engine to Start, Preparing. U of V, Votex, 1970.

_____. Fabrics, Career Opportunities in the World of. Textile Distributors Association, Inc., 1970.

_____. Factory Operatives, Employment Outlook for. Bulletin 1650-95, Bureau of Labor Statistics, U. S. Department of Labor, 1970.

_____. File Clerks. SRA, Occupational Brief 328, 1974.

_____. Floor Care. U of V, Votex, 1970.

_____. Floor Covering Installer. CGP, Occupational Brief 401, 1972.

_____. Floor Covering Installers. SRA, Occupational Brief 14, 1973.

_____. Floral Designer. California State Department of Employment, 1968.

_____. Floral Designer. Careers, Inc., Occupational Brief B82, 1973.

_____. Floral Designer. CGP, Occupational Brief 269, 1971.

_____. Floral Designing as a Career. Rittner's School, 1968.

_____. Florist Assistant, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Florist's Assistant. U of V, Votex, 1970.

_____. Florists. SRA, Occupational Brief 233, 1970.

_____. Food Preparation and Service, Opportunities in. Vocational Guidance Manuals, 1969.

_____. Food Preparation Occupations, Learning Objectives in. Alaska Skill Center.

_____. Food Service. South Carolina State Department of Education, Office of Vocational Education.

_____. Food Service Employee. Texas Education Agency, Department of Vocational and Adult Education, Division of Homemaking Education, 1969.

_____. Food Service Industry, Careers for Youth in the. National Restaurant Association, 1969.

_____. Food Store Workers. SRA, Occupational Brief 117, 1971.

_____. Furniture Manufacturing Occupations. CGP, Occupational Brief 373, 1971.

_____. Furniture Manufacturing Workers. SRA, Occupational Brief 124, 1970.

_____. Gardener Job Evaluation Sheets. Special Needs Program Co-ordinator, Barre Vocational Technical Center, 1971.

_____. Gardeners and Grounds Keepers. SRA, Occupational Brief 330, 1973.

_____. Garment Industry Workers. CGP, Occupational Brief 35, 1973.

_____. Grill, Prepare, Use and Clean. U of V, Votex, 1970.

_____. Horticulturists. SRA, Occupational Brief 376, 1972.

_____. Hospital Attendants. SRA, Occupational Brief 236, 1972.

_____. Hospital Attendants (Assistants to Nurses). CGP, Occupational Brief 407, 1970.

_____. Hotel and Motel Industry Occupations. CGP 408, 1970.

_____. Hotel and Motel Workers. SRA, Occupational Brief 13, 1970.

_____. Hotels and Restaurants, Exploring Your Future in. Sextant Systems, Inc., 1971.

_____. House Builder. CGP, Occupational Brief 183, 1972.

_____. Household Workers. SRA, Occupational Brief 265, 1970.

_____. Housekeeping Aide. U of V, Votex, 1970.

_____. Housekeeping Aide Trainee, Laboratory Project for. U of V, Votex, 1970.

_____. Ice Cream Manufacturing Workers. SRA, Occupational Brief 173, 1973.

_____. Insulation Worker. CGP, Occupational Brief 383, 1973.

_____. Iron and Steel Industry, Employment Outlook for the. Bulletin 1650-114, Bureau of Labor Statistics, U.S. Department of Labor, 1970.

_____. Janitors, Apartment House. SRA, Occupational Brief 336, 1970.

_____. Kitchen Helper. California State Department of Employment, 1968.

_____. Knit Goods Industry. CGP, Occupational Brief 413, 1972.

_____. Laborers. SRA, Occupational Brief 109, 1974.

_____. Landscape Gardener. CGP, Occupational Brief 451, 1971.

_____. Lather. CGP, Occupational Brief 414, 1972.

_____. Lathers. Careers, Inc., Occupational Brief B138, 1971.

_____. Laundry, Operator of a Machine Press and Automatic Shirt Folding Machine in a. U of V, Votex, 1970.

_____. Laundry Industry, Job Opportunities in the. American Institute of Laundering, Director of Education and Personnel.

_____. Laundry Industry Workers. CGP, Occupational Brief 34, 1972.

_____. Laundry Industry Workers. SRA, Occupational Brief 175, 1974.

_____. Machining Occupations, Employment Outlook for. Bulletin 1650-98, Bureau of Labor Statistics, U. S. Department of Labor, 1970.

_____. Mail Clerk. CGP, Occupational Brief 335, 1971.

_____. Maintenance, Building and Grounds. ITJ Junior College, Tupelo Center, Handicapped Program.

_____. Maintenance Occupations, Learning Objectives in Building. Alaska Skill Center.

_____. Mason's Helper. U of V, Votex, 1970.

_____. Meat Packing, Occupations in. California State Department of Employment, 1967.

_____. Meat Packing Industry. CGP, Occupational Brief 423, 1971.

_____. Meat Packing Industry, Career Opportunities in the. American Meat Institute, 1968.

_____. Messenger. CGP, Occupational Brief 275, 1972.

_____. Messengers and Office Boys. SRA, Occupational Brief 15, 1970.

_____. Nonferrous Metals Industry Workers. SRA, Occupational Brief 269, 1973.

_____. Nursery Worker, Landscaper Assistant, Grounds Keeper, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Office Clerk, General. Careers, Inc., Occupational Brief B62, 1973.

_____. Office Education Project, Tosco Simulated. Maryland State Department of Education, Special Speech Program, Division of Vocational Education, 1971.

_____. Office Machine Operator. CGP, Occupational Brief 93, 1972.

_____. Office Worker. Follett Publishing Company, Educational Opportunities Division.

_____. Painter, Construction. CGP, Occupational Brief 20, 1971.

_____. Painter, Construction. Careers, Inc., Occupational Brief B70, 1973.

_____. Painter and Paperhanger, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Painter's Helper. U of V, Votex, 1970.

_____. Painters and Paperhangers. SRA, Occupational Brief 87, 1973.

_____. Paper Industry Workers. SRA, Occupational Brief 226, 1974.

_____. Paper Products Manufacturing Occupations. CGP, Occupational Brief 378, 1971.

_____. Petroleum Production and Processing, Employment Outlook for. Bulletin 1650-107, Bureau of Statistics, U. S. Department of Labor, 1970.

_____. Plasterer. University of Toronto, College of Education, 1970.

_____. Plasterer, General. U of V, Votex, 1971.

_____. Plastering, Laboratory Project in. U of V, Votex, 1970.

_____. Plastic Products Manufacturing Workers. CGP, Occupational Brief 370, 1970.

_____. Plastics Industry Workers. SRA, Occupational Brief 125, 1973.

_____. Plumber (Construction). CGP, Occupational Brief 43, 1972.

_____. Plumbers and Pipefitters. SRA, Occupational Brief 88, 1973.

_____. Printing and Publishing Industry. CGP, Occupational Brief 426, 1973.

_____. Recreation Facility Attendant. CGP, Occupational Brief 332, 1970.

_____. Restaurants, Employment Outlook for. Bulletin 1650-123, Bureau of Labor Statistics, U. S. Department of Labor, 1970.

_____. Roofers. SRA, Occupational Brief 299, 1971.

_____. Sales Clerk, Job Corps Training Standard for Retail. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. School Custodian. U of V, Votex, 1970.

_____. Service Station Attendant. U of V, Votex, 1970.

_____. Service Station Attendant, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Service Station Workers. SRA, Occupational Brief 60, 1974.

_____. Sheet Metal Worker. Careers, Inc., Summary Title S56, 1973.

_____. Shipping and Receiving Clerk. California State Department of Employment, 1968.

_____. Shipping and Receiving Clerk. CGP, Occupational Brief 282, 1973.

_____. Shipping Clerks. SRA, Occupational Brief 352, 1970.

_____. Soft Drink Industry Workers. SRA, Occupational Brief 268, 1972.

_____. Soft Ice Cream Machine Preparation, Operation, and Clean-Up. U of V, Votex, 1970.

_____. Stock Clerk. SRA, Occupational Brief 354, 1970.

_____. Stock Clerk, Agricultural Feed and Supplies Store. U of V, Votex, 1970.

_____. Stock Clerk, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

_____. Stockboy, Laboratory Project for Supermarket. U of V, Votex, 1970.

_____. Stockboy, Supermarket. U of V, Votex, 1970.

_____. Store Clerk, Agricultural Feed and Supplies Store. U of V, Votex, 1970.

_____. Telephone Industry, Employment Outlook for the. Bulletin 1650-122, Bureau of Labor Statistics, U. S. Department of Labor. 1970.

_____. Textile Manufacturing Occupations. CGP, Occupational Brief 323. 1969.

_____. Tile Floor Finishing, Laboratory Project in. U of V. Votex, 1970.

_____. Trades and Crafts with the Federal Government, Opportunities in. U. S. Civil Service Commission.

_____. 20,000 Volts Under the Hood (cassette/slides). Superintendent of Schools, Fort Benton, Montana.

_____. Waiter (Waitress). CGP, Occupational Brief 17, 1970.

_____. Warehouse Workers. SRA, Occupational Brief 73, 1973.

_____. Warehouseman. Careers, Inc., 1967.

_____. Warehouseman and Materials Handler, Job Corps Training Standard for. Job Corps, Dev./Div., Manpower Adm., US D of L, 1969.

SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
511 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

Syracuse University Press
Box 8, University Station
Syracuse, NY 13210

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

U. S. Civil Service Commission
Washington, DC 20005

U. S. Department of Labor,
Bureau of Labor Statistics;
Bulletins are available from
U. S. Government Printing Office
Washington, DC 20402

U. S. Department of Labor
Job Corps, Development Division, Manpower Administration
Patrick Henry Building
601 D Street, N.W.
Washington, DC 20213

U. S. Department of Labor
Office of Manpower, Automation and Training
Washington, DC 20210

University of Toronto
College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

University of Wisconsin
Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

A Binder Assistant

- performs the following major tasks:

  counts paper

  drills and binds paper

  constructs pads

  stitches printed matter

- works under periodic supervision
- works usually independently of co-workers
- works in an environment that varies from a restricted cramped factory to a spacious manufacturing plant; may sit or stand

TOPIC: Working in Manufacturing Areas

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Counting

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts books, printed materials, and unprinted materials in specific quantities requested on order.

S stacks materials in amounts necessary to fill order.

S paper-tapes each order for shipment by packer or for next job station.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count books and other materials in specified quantities, (2) stack materials in amounts required by an order, and (3) paper-tape each order for shipment or forwarding to next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Drilling

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets paper drill for depth and diameter of hole required by work order.

S adjusts in place the paper to be drilled.

S activates drill with pedal.

S removes drilled paper and stacks it for forwarding to next job station.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set drill for depth and diameter of hole as required, (2) activate drill, and (3) remove drilled paper and stack it for next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Spiral Binding

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts 10 to 15 pages.

S sets depth of spiral-binding punch.

S places set of pages in binding punch and activates punch with pedal.

S punches required number of pages to make book.

S collates or assembles pages.

S transfers pages to assembler unit for insertion of spiral plastic binding.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count 10 to 15 pages, (2) set depth of spiral-binding punch, (3) activate punch with pedal, (4) collate pages, and (5) transfer pages to assembler unit for insertion of spiral plastic binding. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Adhesives

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets up necessary packages and containers of adhesives in proper order and opens them carefully so that they may be resealed.

S checks to see that surface to be glued is smooth and clean.

S draws out required quantity of adhesive, keeping containers clean to prevent staining or spreading to other areas, and applies it with proper tool, as specified by manufacturer. S is careful not to apply an excessive amount.

S cleans any spillage that occurs as the job progresses.

S cleans tools after use with required solvent, removing all adhesive, and depositing debris in a safe container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) handle and (2) apply various types of industrial adhesives according to specification, and after completing job, (3) clean tools, and (4) deposit debris in a safe container. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Padding

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S counts 50 to 100 sheets of paper per pad, as specified.

S squares paper and pad boards.

S applies pressure or puts weight on stacked pad assembly.

S applies padding glue with brush.

S applies cheesecloth after first glue application, then applies a second glue coat.

S allows drying time of an hour to an hour and a half.

S separates pads and counts pages if necessary.

S cuts pads to size if necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) count 50 to 100 sheets of paper per pad, (2) square paper and pad boards, (3) apply pressure and a first coat of padding glue, (4) apply cheesecloth and a second coat of glue, (5) allow an hour to an hour and a half to dry, (6) separate pads, and (7) cut to size if necessary. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stitching

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets the depth and width of stitcher or stapler.

S places book or papers into stitcher.

S activates stitcher with pedal and stitches one or more staples.

S collects and counts books or papers and packs them for forwarding to next job station.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set depth and width of stitcher, (2) place book or papers into stitcher, (3) activate stitcher with pedal, (4) stitch designated number of stitches in books or papers, (5) collect and count materials, and (6) pack them for movement to next job station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

BINDER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Carton Assembler

- performs the following major tasks:

  assembles corrugated cartons

  stacks and stocks empty corrugated cartons

  stacks cartons in appropriate area by size

- works usually alone
- works under periodic supervision
- works in an environment that varies from spacious shipping departments to cramped quarters; stands much of the time

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking and Stocking Empty Corrugated Cartons

CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S disassembles a variety of taped used cartons of dissimilar size.

S demonstrates how to handle dull instrument safely while breaking tape on cartons.

S flattens cartons to original state and places those of similar size together.

S selects cartons that will fit and places them far back on stock room shelves so that they do not hang over shelves. S explains that cartons must be stored far back on shelves to avoid endangering passing persons.

S stores cartons that are too large for shelves in designated area.

S sorts and groups new cartons by size and places them in stock.

Safety Consideration: Do not let cartons hang over shelves

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify cartons of dissimilar size and (2) stack them by size on shelves or in storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

CARTON ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Garment Boxer

- performs the following major tasks:

  selects and assembles suitable boxes and cartons

  folds and boxes garments

  packs various quantities of garment boxes into large cartons

- works usually alone or in tandem with another worker
- works under periodic supervision
- works usually in a well-lit, uncrowded, orderly stock room; stands most of the time

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T..

TOPIC: Sorting and Grouping Items to Specification

GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Stacking Shelves

GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, working with a team if required, separates by classification a large assortment of jars, cans, folded merchandise and labeled boxes.

S groups items with similar labels, colors or sizes, such as cereal boxes, for example.

S arranges items on shelf in previously established order.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) separate, (2) group, and (3) stack an assortment of jars, cans, folded merchandise and labeled boxes on shelves, grouping items with similar labels, colors, sizes and shapes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

GARMENT BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

INTEROFFICE AND STATION MESSENGER

An Interoffice and Station Messenger

- performs the following major tasks:

  picks up and delivers interoffice and station materials

  assists production foreman in moving product from one production station to another

- is required to work with ease among strangers
- works in cooperation with many workers
- works under periodic supervision
- works in department stores, factories, offices and warehouses; walks most of the time

TOPIC: Picking Up and Delivering Interoffice and Station Materials

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains symbols, codes and numbers on premarked mail, memos and small packages, stressing differences in numbers that are almost alike.

S looks at room numbers on presented material and tells where each item should go.

S tours facility. S delivers premarked mail and items by group to correct rooms and areas. S picks up outgoing mail and items.

S returns to mail room/office, cafeteria and other rooms and areas to deposit material picked up on delivery tour.

S goes to another area and proceeds as above, indicating that he is familiar with any section of facility.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able correctly to (1) pick up and (2) deliver a variety of mail, packages and other materials to specific rooms and areas within a facility. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Riding in Delivery Trucks

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to mount different vehicles safely under varying weather conditions, emphasizing good hand and foot grips and the need to look before mounting or dismounting a truck.

S stresses that driver should not be distracted.

S demonstrates proper riding or sitting posture, stressing correct foot and arm positions and importance of wearing safety belts.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to ride in a variety of delivery trucks without distracting the driver. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Clothing Racks

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S pulls out rack with merchandise. S stands in front of rack, visible to others. S walks to back of rack to demonstrate that others cannot see him. S explains that he cannot see others. S walks to front of rack and proceeds to pull rack with one hand, keeping rack in back of himself and always facing front to ensure clear vision.

S explains why rack should be pulled from front: poor visibility from back of rack and better control from front.

S pulls rack through class, around counters, through aisles. S looks back before making a turn. S exercises caution so that rack does not hit other objects. S turns slowly and repeatedly looks toward back of rack.

S pulls rack into school freight elevator, if available. S walks to front of rack, holding rack lightly with one hand to keep it from rolling. S always faces front of elevator. S, when elevator stops, pulls rack slowly from car. S walks to back of rack if necessary to position rack so that it can be pulled easily out of elevator. S carefully avoids bumping into people and objects.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to move loaded clothing racks (1) through aisles, (2) around people and objects, and (3) on and off elevators. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Sorting Interoffice and Station Mail

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sorts a group of handwritten and typed envelopes by name and distributes them to proper mailboxes.

S sorts a group of handwritten and typed envelopes by room number, indicated in lower left corner, and distributes them to proper mailboxes or room delivery baskets.

S sorts a group of envelopes which have both names and room numbers and distributes them to appropriate mailboxes or room delivery baskets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by name, or number or both. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with U.S. Zip Code Numbers

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, demonstrating proper technique for easily sorting mail by zip code:

- works with first two digits of zip code and arranges mail in piles starting with 10, 11, 12, etc.
- takes each pile and, while looking at the middle two digits, makes smaller piles in the order of the middle two digits: 11, 23, 56, 67, etc. S breaks down each pile additionally in the order of the last digit, such as 2, 6, 9, etc.
- ties each pile with a rubber band and places a slip of paper with zip code number of the pile under the rubber band.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to sort mail by zip code. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Manufacturing Areas

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Personal Hygiene and Proper Dress

INTEROFFICE AND STATION MESSENGER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Paper Cutter and Wrapper

- performs the following major tasks:

  inserts large stack of paper into paper-cutting machine

  sets machine to cut paper to desired sheet size

  operates power-driven paper-cutting machine

  packages and boxes reams of paper

- works alongside and in cooperation with other workers
- works under periodic supervision
- works in a large plant that is usually cluttered and messy; may stand or sit

TOPIC: Working in Manufacturing Areas

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Power-Driven Paper-Cutting Machines

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sets dial on power-driven paper-cutting machine to cut paper to prescribed size.

S loads machine with a stack of large sheets of paper and clamps it securely in place.

S operates cutting machine to cut paper to size. S waits for blade to elevate all the way after paper is cut.

S removes the cut paper and stores it in an appropriate area.

Safety Considerations: Keep hands away from blade at all times

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set dial for prescribed size, (2) stack and securely clamp paper in machine, (3) start machine, (4) remove cut paper from machine when paper cutting is completed, and (5) store paper in a suitable area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packaging and Boxing Reams of Paper

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects suitable wrapping paper to wrap a ream of paper. S packages ream, sealing top and ends with tape.

S places packaged ream of paper flat in a suitable carton.

S repeats procedure until carton is full or contains designated number of reams.

TOPIC: Packaging and Boxing Reams of Paper (cont.) PAPER CUTTER AND WRAPPER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap, (2) tape, and (3) box reams of paper. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PAPER CUTTER AND WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

PLASTIC AND CELLOPHANE PACKAGE SEALER

A Plastic and Cellophane Package Sealer

- performs the following major tasks:

  works with heat-sealing machines

  works with skin and blister packaging machines

  seals plastic and cellophane bags

- works usually alone, alongside other workers
- works under periodic supervision
- works in an environment that varies from spacious to cramped; may sit or stand

TOPIC: Working with Electrical Equipment

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Heat-Sealing Machines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S operates heat-sealing machine in order to seal plastic containers which hold a variety of items.

S stops machine after sealing containers.

Safety Considerations: Keep hands away from heat-sealing iron
Do not wear loose clothing or long ties
Tie back long hair
Concentrate on task, do not talk or turn around

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and productively to operate a heat-sealing machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sealing Plastic and Cellophane Bags

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S puts designated items in individual plastic bags and explains various industrial methods of sealing them.

S turns on heat-sealing machine and passes items in bag through shrink tunnel, where bags are shrunk correctly to fit contents.

S closes a variety of plastic bags with a hand stapler.

S seals a number of plastic bags with transparent tape.

Safety Considerations: Keep hands away from heating element
Do not put head near or in shrink tunnel

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to seal plastic and cellophane bags using (1) a heat-sealing machine, (2) a hand stapler, or (3) transparent tape. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

PLASTIC AND CELLOPHANE PACKAGE SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

RIBBON BOXER

A Ribbon Boxer

- performs the following major tasks:

  packages and boxes small items

  packs prepackaged and preboxed items

  seals boxes with tape

- is required to have fine motor dexterity and remain seated at a work station for long periods of time
- works usually on his own, in coordination with other workers
- works under periodic supervision
- works on an assembly line

253

254

TOPIC: Packaging and Boxing Small Items

RIBBON BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, seated with a group in assembly-line fashion at a long table or preferably at a moving assembly belt, assembles specific items, such as cosmetics, novelty gifts, small candles and typewriter ribbons.

S demonstrates how to:

- place small items in box, close bottom, leave top open
- close top of box and seal lid with Scotch tape as required
- pack properly several boxed small items into larger box
- place top on box, tape if required, and place on next table for labeling and shipping

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package small items individually and (2) pack them in groups in a larger box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

TOPIC: Packing Prepackaged and Preboxed Items (cont.) RIBBON BOXER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box; S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons RIBBON BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

RIBBON BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

RIBBON BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

SANDWICH PACKAGER AND BOXER

A Sandwich Packager and Boxer

- performs the following major tasks:

  packages and labels sandwiches

  box-wraps and labels sandwiches

- is required to be clean personally and wear a uniform while working
- works usually alongside and in coordination with other workers
- works under close supervision
- works in an environment that varies from an assembly line to the individual job station, includes work in refrigerated areas; may stand or move about

TOPIC: Packaging, Labeling and Box-Wrapping Sandwiches

SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S places sandwich in a plastic bag so that sandwich lies flat and looks appetizing. S makes certain that cut edges of sandwich face or are displayed. S seals or folds bag and labels it by type in appropriate place.

S neatly arranges sandwiches in proper box for sandwich storage, taking care to avoid squashing or damaging them.

S box-wraps sandwiches, such as egg salad sandwiches, by type.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wrap sandwiches in plastic bags, (2) seal or fold bags, (3) provide bags with labels, and (4) box-wrap them according to type. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat

TOPIC: Working in Refrigerated Areas (cont.) SANDWICH PACKAGER AND BOXER

- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects

SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- **bulky, light objects--distributing objects properly for safe passage through narrow openings**
- **small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion**
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Trucks

SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SANDWICH PACKAGER AND BOXER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in building trades.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

SHIPPING CLERK HELPER

A Shipping Clerk Helper

- performs the following major tasks:

  affixes tags and labels on items to be shipped

  maintains shipping area

  matches and marks coded letters and digits

  packs and wraps items of different sizes with appropriate method for shipment

  regroups and repacks items for shipment

  sorts and groups items to specification

  tapes boxes with precut and cut-to-size strips

- is required to have considerable physical strength
- works usually alongside other workers
- works under periodic supervision
- works in warehouses and factories with much shifting among departments; stands most of the time

TOPIC: Identifying and Lifting Heavy Objects

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

TOPIC: Packing Prepackaged and Preboxed Items (cont.) SHIPPING CLERK HELPER

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Stock Rooms

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper method of keeping different items free of dust and handling marks by using protective bags, boxes and dustcloths.

S explains that boxes, cans and other items are arranged and stored by size, label or similar category because this improves appearance and facilitates selection.

S rearranges items for easy accessibility and categorization in class or stock room.

S works on individual categories, using his judgment as to placement.

S explains necessity of keeping floor free of discarded boxes, bags and cartons for reasons of safety and general appearance.

S demonstrates use of brush and dustpan to sweep floor dirt and use of duster to keep shelves free of dust. S discards refuse and dirt in proper container.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) keep merchandise free of dust and handling marks, (2) arrange items by category for improved appearance and quick selection, (3) dust shelves, and (4) sweep floor and remove discarded items. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Long-Handled Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that long-handled implements might easily injure other persons or damage objects unless equipment is handled carefully.

S demonstrates with window pole angle of leverage at which window opens most easily.

S brushes, cleans and squeegees a window at proper angle with long-handled maintenance tool.

Safety Considerations: Use long-handled implements carefully to avoid injuring others and to avoid breaking glass

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able safely to use long-handled tools, such as window poles, squeegees and mops to perform specific jobs. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Chemical Cleaning Agents

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies various chemical cleaning agents: cleaning powders, window cleaners, floor cleaners and aerosol dispensers. S handles each agent carefully as it can be very harmful to the eyes, skin and mouth. S shakes aerosol dispensers as required before using. S points dispenser toward object.

S determines use of cleaning agent.

S explains that if any chemical cleaning agent touches skin or particularly the eyes, S must immediately rinse with water from closest available faucet and advise person in charge.

S, using proper cleaner and wearing rubber gloves for protection, spot-cleans window, floor area or table.

Safety Considerations: Do not leave aerosol dispensers near heat or radiators

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able properly to (1) select cleaning agents and (2) clean a window, floor area and table safely. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SHIPPING CLERK HELPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

A Swimming Pool and Ice-Skating Rink Cover Packer

- performs the following major tasks:

  lifts heavy objects in tandem

  folds and packs vinyl covers

- is required to have considerable physical strength
- works usually in cooperation with another worker
- works under periodic supervision
- works in a spacious factory assembly area; stands or moves about most of the time

TOPIC: Identifying and Lifting Heavy Objects

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Lifting Heavy Objects in Tandem SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains how to lift heavy objects correctly to avoid personal injury.

S lifts various heavy objects in tandem with another S, explaining appropriate foot, leg and back positions.

S explains that good timing and communication are essential in lifting object in unison with aide.
S demonstrates with aide's help how to lift in unison on the count of three.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to lift heavy objects in tandem with another person. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Packing Vinyl Covers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S reviews procedure for folding vinyl covers by sketching pattern and sequence of folds on blackboard.

S takes a large vinyl swimming pool or ice-skating rink cover measuring eight feet in diameter.
S folds vinyl cover neatly and compactly with aid of another S.

S takes a carton which is two feet long, one foot high and two feet deep. S places vinyl cover in appropriate shipping carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S, with aide, will be able to (1) fold vinyl swimming pool and ice-skating rink covers and (2) place them in appropriate cartons for shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper-wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping
Oversized Items

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped.
S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

SWIMMING POOL AND ICE-SKATING RINK COVER PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Thermal Heat-Sealer

- performs the following major tasks:

  operates heat-shrink packaging machine

  packs and seals cardboard boxes and corrugated cartons

  packs and wraps small items

  packs and wraps oversized items

- works alongside and in cooperation with other workers
- works under close supervision
- works in a large, noisy manufacturing plant; may be sitting or standing

TOPIC: Working in Manufacturing Areas

THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes work activities in various manufacturing areas which he has visited, seen in movies or read about.

S describes safety hazards of working in manufacturing areas and appropriate precautions which must be taken.

S discusses work habits a worker must have in order to work productively.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to train and work safely and productively in manufacturing areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

TOPIC: Working on Assembly Lines

THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Skin and Blister Packaging Machines THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S inserts single item to be packaged in plastic bag.

S heat-seals open end of bag.

S puts package into heat-shrink packaging machine.

S removes skin-shrunk item from machine and sends it to next work station.

S inserts board-mounted item in plastic bag and repeats above procedure.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) package single or board-mounted item in plastic bag, (2) heat-seal open end of bag, (3) place packaged item in heat-shrink packaging machine, (4) remove skin-shrunk item, and (5) forward it to next work station. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

THERMAL HEAT-SEALER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Wrapper

- performs the following major tasks:

  gift wraps packages

  wraps parcels for mailing, parcel post or private parcel deliverer

- is required to have fine motor dexterity
- works usually alongside another worker
- works under close supervision
- works in a mail room or in an environment similar to a mail room; may be sitting or standing

TOPIC: Selecting Appropriate Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains use of different types of preselected items. S selects proper container for each article.

S selects two identical items: one to take home and one to ship. S chooses appropriate box for each.

S indicates two articles of different size and weight and explains use of each type.

S presents larger group of identical items for shipment and chooses proper carton.

S indicates larger group of different articles identified as one shipment and selects proper carton.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to select appropriate box or carton, taking into account item's size, weight and shipping requirements. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing Prepackaged and Preboxed Items

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S assembles groups of various prepackaged and preboxed items. S sorts products according to type and shape. S demonstrates how to fit different sizes into larger boxes snugly.

S selects box of correct size. S places products into box. S puts prepackaged items in correct containers in appropriate place.

PERFORMANCE OBJECTIVE: Given appropriate, indicated equipment, S will be able properly to pack correct number of prepackaged items in a larger box or container in preparation for distribution or shipment. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Small Items

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S presents an assortment of preselected small items, featuring fragile, nonfragile, luxury items, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, tissue paper, cotton filler, shredded paper.

S identifies items as to fragility and selects proper packing.

S demonstrates proper placement of item and proper method of packing with required material.

S indicates how to use proper type of outer wrapping for items being carried home or shipped. S selects correct paper, bags, boxes, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack and (2) wrap items correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Oversized Items WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits an assortment of oversized items, featuring fragile, heavy, bulky, long-handled ones, and soft and hard goods. S selects proper packing materials for each of these items, such as foam rubber filler, polyurethane filler, industrial packing paper, tissue paper, cotton filler, or shredded paper.

S identifies items as to fragility, weight, etc., and selects suitable packing material.

S demonstrates proper placement of item and correct method of packing with required material.

S demonstrates how to select and use outer wrapping for items being carried home or shipped. S selects correct bag, box, carton, paper, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify proper type of packing material for oversized items and (2) pack and wrap them correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Wrapping Fragile Items

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S exhibits small and large, fragile and nonfragile preselected items. S identifies fragile items and chooses proper packing materials from a selection of foam rubber filler, polyurethane filler, tissue paper, newspaper, cotton filler, and shredded paper.

S demonstrates proper placement of fragile items and correct method of packing with proper material. S stresses safety hazards in packing of fragile items and need for protection from breakage while package is being carried home or shipped.

S demonstrates type of outer wrapping necessary to carry package home or ship it. S selects correct bag, box, carton, cord or tape.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify fragile items, (2) pack them properly to prevent breakage, and (3) wrap items correctly so as to carry them home or ship them. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Boxing Garments WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates proper folding of preselected soft garments, including children's, women's and men's garments. S double, triple or quadruple folds garments. S places tissue paper in appropriate places to keep garments from becoming creased. S places garments in plastic bag, demonstrating factory bagging of soft merchandise.

S demonstrates hanging of children's, women's and men's heavier garments, such as bulky sweaters or heavy jackets, as shipped from manufacturer.

S takes other garments off hangers and boxes them for retail delivery.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) decide which garments are best to fold and which should remain hanging, and (2) fold garments of all types and sizes properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Gift Wrapping WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects various materials necessary for gift wrapping, including at least four boxes of different sizes and shapes.

S demonstrates how to measure correct size of paper for package to be wrapped. S shows how to handle scissors safely when cutting measured wrapping paper. S wraps box in paper.

S examines package to check whether it has been wrapped correctly.

S points out words such as "anniversary," "birthday" and "wedding" printed on wrapping paper and explains their meaning. S points out designs which designate such special occasions.

S demonstrates operation of bow machine.

S also shows how to make bows by hand and how to tie box with ribbon.

S places bow on package.

Safety Considerations: Handle scissors carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to gift wrap by (1) selecting box of proper size, (2) choosing appropriate gift wrapping paper, (3) cutting paper to correct size, (4) wrapping box properly, (5) making a bow by machine and by hand, (6) tying box with appropriate ribbon, and (7) placing bow on box. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wrapping Parcels for Mailing WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects preassembled materials, including boxes of various sizes, to wrap parcels for mailing.

S folds a garment compactly and selects wrapping paper of proper size. S wraps article and tapes it securely with tape machine.

S also wraps boxed articles.

S uses stamps or labels to designate parcels for "Third Class" mail or "Special Delivery." S explains that use of such stamps and labels facilitates post office handling.

S affixes suitable labels to packages, properly marking those packages that are fragile and those that require special handling.

S stamps return address on package with proper stamp.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) select paper to wrap a garment or boxed article, (2) wrap items correctly, (3) tape parcels securely with a tape machine, and (4) stamp or attach address, return address and other pertinent labels. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Lifting Heavy Objects WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies objects of various sizes, materials, and shapes, e.g., wood, cardboard, metal, rectangular, cylindrical, cubical, and varying weights--from light-heavy (5-20 lb.) to medium-heavy (20-50 lb.) to heavy (50 lb.+)--by sight (physical size and color code) and touch (sliding objects on bench top).

S lifts various objects from floor with appropriate body mechanics: using legs, not bending back, positioning hands correctly, using stomach muscles, hips and thighs.

S lifts objects from bench height and lowers them to floor, using appropriate method. S raises objects to storage shelf.

S lowers objects from storage shelf to bench height to floor.

S returns objects from floor to bench to storage shelf, using good body mechanics.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify weight of differently shaped and proportioned objects by sight and touch, (2) lift objects safely from various positions and elevations, and (3) lower objects to other locations. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress

WRAPPER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow the daily rules of personal hygiene and (2) dress as required and/or appropriate for working in indicated areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.